

Kimono

日本語 Level 1

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CIS Educational

Kimono

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日本語 Level 1

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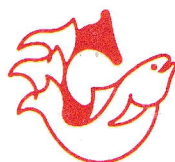
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きもの 1

おはよう!

ohayou!
Communicative tasks

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1 2 3 4 5 6

Language points

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Cultural and linguistic background

Greetings and bowing
日本 - introduction to Japan and its position relative to the rest of the world
Introduction to Japanese writing systems

きもの 2

おなまえは?

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Situations and vocabulary

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Language points

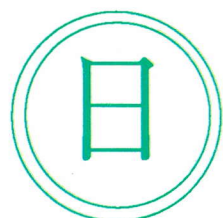
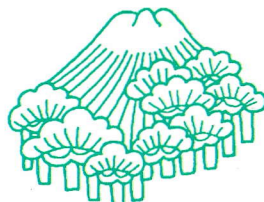
...です desu
...ですか desu ka
なんさいですか
十二/十三さいです
なんですか

Cultural and linguistic background

日本にいきましょう! - preparing to visit Japan
日本語のはつおん - the importance of getting your pronunciation right
うた - Kotsu kotsu

ひらがな 一

Introduction to reading and writing ひらがな



きもの3

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simple instructions
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Starting a conversation
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Situations and vocabulary

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Language points

-てください
...を...て ください
...ね

Cultural and linguistic background

School life in Japan
Similarities and differences
in ひらがな

きもの4

たんじょうび
おめでとう

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the じゅうにし
Months

Language points

の meaning possessive or of
Asking questions using question
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More on age

Cultural and linguistic background

Houses and family life in Japan
Looking for 'constants'
うた - はなこさんの
まきばで

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Reading and writing combination
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きもの5

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Communicative tasks

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Expressing likes and dislikes
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Situations and vocabulary

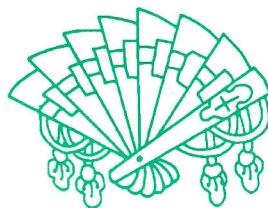
Eating at someone else's
house
School subjects
Food and drink

Language points

...すきですか
ええ、(だい)すきです
いいえ、あんまり...

Cultural and linguistic background

おりがみ
Words borrowed from other
languages (がいらいご)



きもの6

どうしたん ですか

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Talking about what other people did

Telling the time on the hour and half-hour

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Leisure activities

Sports

Days of the week

Language points

Time words + に

...を...ました

なんじですか

...じ(はん)です

...よ

Cultural and linguistic background

A day shopping in Tokyo

わかりましたか - Listening skills



きもの7

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Places to go

Members of the family

Language points

...に...ました

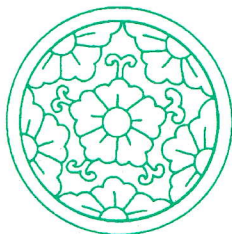
どうでしたか

...かったですよ

Cultural and linguistic background

School excursion to Kyoto and Nara - leaving Tokyo on the しんかんせん

Let's be flexible - being open to other ways of expressing things



きもの8

いってらっしゃい!

Communicative tasks

Talking about what you are going to do

Making suggestions to do something

Asking and saying at what time you do something

Situations and vocabulary

More leisure activities

More time words: あした, らいしゅう, らいねん

Modes of transport

Language points

...ましょう

...ますか

なんじに...

...と...

で meaning by

More on に

Cultural and linguistic background

School excursion to Kyoto and Nara - visiting the ancient capitals of Japan



Introduction • はじめに

きもの is the first level of a communicative Japanese course for young students. It takes a lively, humorous approach to the teaching of Japanese. From the point of view of method, it is comprehensive rather than exclusive, seeking to combine the best of current language teaching theory in a commonsense, practical resource book which has appeal for both students and teachers.

At this beginner's stage, students are introduced to the Japanese language and culture in a context which is relevant to their own interests and experience. Thus, students learn the language required to talk about themselves, their school environment, their family, sport, leisure, food and drink.

Full-colour まんが, illustrations and photography are designed to stimulate interest and participation in a series of imaginative activities. These activities are supported by carefully graded and clearly worded grammatical explanations. In this way students are offered a large amount of communicative language, underpinned by a systematic study of the structure of the language, thus catering for a range of learning and teaching styles.

The Japanese script

In きもの Level 1 students learn to read and write *hiragana* and recognise some *kanji*. Right from unit 1 all Japanese is written in *hiragana*. *Roomaji* is only used for *katakana* words as *katakana* is not introduced until きもの Level 2.

Thus, as far as possible at this beginner's stage, きもの presents the Japanese language and writing systems as a whole. As a result there is no danger that students can come to regard writing as an adjunct to the language rather than an integral part.

Hiragana is introduced in two intensive units, ひらがな一 and 二, which come after units 2 and 4. What are basically presentation units in the textbook, are supported by extensive practice in the *Workbook*. Therefore in units 1 and 2, where students have not yet been introduced to the script, the emphasis is on recognising the *hiragana* symbols and learning simple language through listening and imitating. However, the book has been designed so that ひらがな一 and 二 stand alone, giving teachers the choice of teaching *hiragana* even before starting unit 1 if they wish.

きもの textbook

The きもの textbook comprises the following elements:

まんが

The full-colour まんが at the start of each unit encapsulates the language taught in the whole unit in a stimulating and challenging way. Enjoyment of and response to these cartoons can lead on to pronunciation practice, comprehension activities, role-playing, adaptation and creation of original stories.

いいましよう

The いいましよう exercises provide visual information which brings into focus a particular language point for intensive oral practice. Since they isolate and highlight the important language points in each unit and introduce new vocabulary, some teachers may prefer to use the いいましよう exercises as a way of introducing the work in the unit before tackling the まんが.

The いいましよう exercises in きもの are designed primarily to be done with the whole class. Since many of these exercises introduce new vocabulary, in most cases a period of preparation, in which students become familiar with the new words, will be required before chorussed responses can be achieved. Ideas for exploiting these いいましよう exercises are contained in the *Teacher's Manual*.

きいていいましよう

The きいていいましよう exercises occur in the first three units of きもの, while students are coming to terms with *hiragana*. In these exercises students have to respond to aural stimuli such as sounds, stabs of music and verbal clues and associate them with pictures.

ともだちと

From unit 4, きいていいましよう section is replaced by ともだちと. These pair-work exercises are a stage along the way towards unstructured conversation. Students have to make a series of sensible choices of phrases in context in order to build up a coherent dialogue.

いきいきとはなしましよう

This is the most challenging oral activity in each unit. Students are given a communicative task in a realistic situation which gives them scope to make creative use of the language they have been learning. This is really the critical point in each unit, the point to which the preceding language exercises and activities have been leading.

日本語 nooto

The role of this section is to provide a simple, clear synthesis of the language covered in each unit. It is not intended as a starting point, being deliberately placed after the main language section of the unit as a summary of what has already been covered. The aim is to pick up and systematise certain points in a straightforward and helpful way. Language points are only explained within the scope of the unit or build on what students already know.

せいかつ

The study of Japanese culture is an integral part of the *きもの* course. It aims to stimulate students' interest in Japan by looking at those aspects of Japanese culture which are relevant and interesting to the age group. In addition to basic geographical and historical information about Japan, students are given a view of contemporary Japanese life through a series of letters written by a thirteen year old foreign girl staying with a Japanese family in Japan. Full-colour photographs supporting each cultural section provide an important visual aspect to the written information.

Exercises, activities and ideas for follow-up projects based on these topics are contained in the *きもの Workbook* and *Teacher's Manual*.

がんばれ!

Most units of *きもの* contain a *がんばれ* section. This section aims to give students general strategies for effective language learning and show how they can be applied to Japanese.

Through this section, students are also given some insights into the relationship between different languages and language and culture.

たんご

Each unit contains a summary of vocabulary introduced in the unit. Wherever possible, a variety of presentations has been used to avoid intimidating lists of words and expressions.

Many times the *いいましよう* pages act as a *たんご* by presenting new vocabulary through photographs or illustrations. In any case, new vocabulary is always divided into categories to make the task of learning vocabulary a more manageable one. All vocabulary lists are arranged in the order of the Japanese syllabary chart.

At the end of the book there is a reference page of numbers and the numeral classifiers covered in the book. This is followed by a complete 日本語一英語, 英語一日本語 vocabulary listing.

おめでとう!

At the end of each unit is a summary of what the students can do in Japanese as a result of completing the unit.

きもの Workbook

The *Workbook* accompanying the *きもの* textbook is a vital component of the course. It contains a wide variety of exercise and activity types designed to exploit the material presented in the text and provides a thorough consolidation of the language points raised. The *Workbook* contains the following elements:

ききましよう - Listening comprehension exercises, the texts of which are recorded on the *きもの* cassettes and reproduced in the *Teacher's Manual*.

れんしゅうしましよう - The main 'body' of each *Workbook* unit. This section contains a wide range of exercises and activities to provide mainly written reinforcement of the language content of each unit.

日本について - Exercises and activities exploiting the cultural material in each unit.

きもの Teacher's Manual

An invaluable resource for the teacher, this manual includes the following elements:

The きもの method - An expanded discussion of points touched on in this introduction.

Teacher's notes - How to use and exploit to the fullest all of the individual items in the course; how to use the course in class; sample lesson plans and guidelines for assessment.

Unit-by-unit analysis - Includes a summary of language presented, classroom expressions, content of cassettes, suggestions for presenting each *いいましよう* exercise, scripts of listening comprehension activities, ideas for games and cultural units.

Reproduction masters - Include reading comprehension passages, cartoon pages with separate listings of speech bubbles and student progress sheets.

きもの cassettes

For each unit of the course, the cassettes contain:

- An entertaining recording of the *まんが*, both at normal speed and with pauses for repetition.
- Listening comprehension activities.
- A presentation of each *いいましよう* exercise.
- Songs and other items of interest in Japanese.

Acknowledgements

The publishers wish to thank the following people who made a contribution in the preparation of this book:

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- Leo Sedunary for providing valuable insights into contemporary life in Japan
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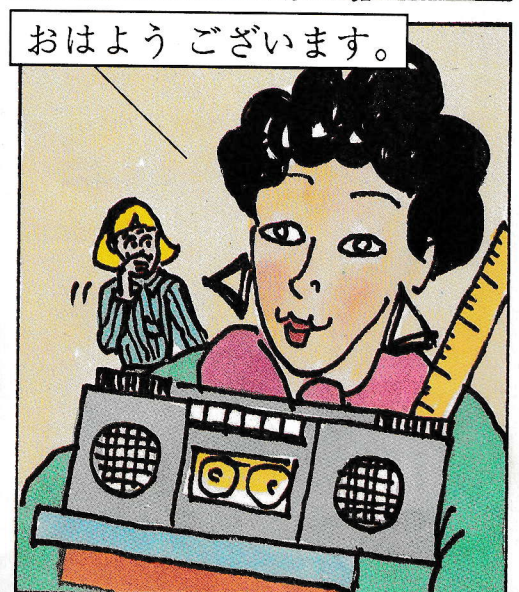
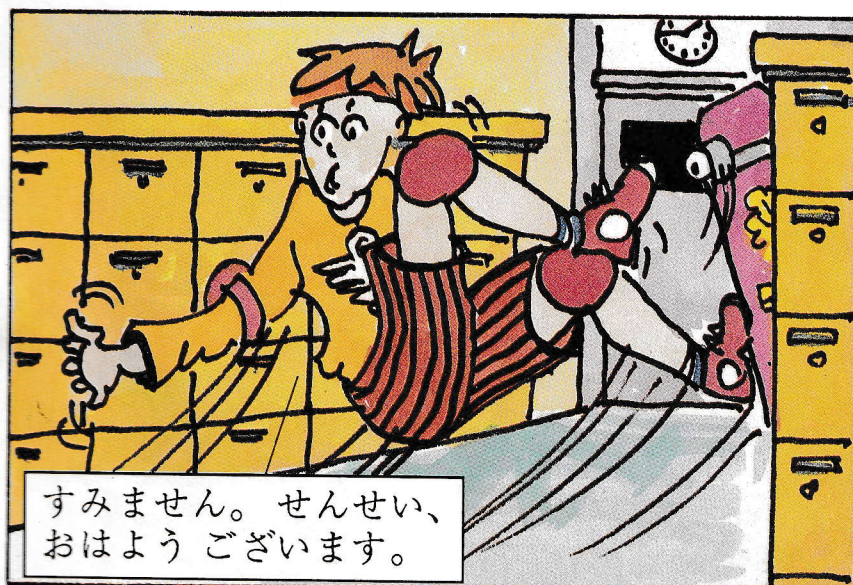
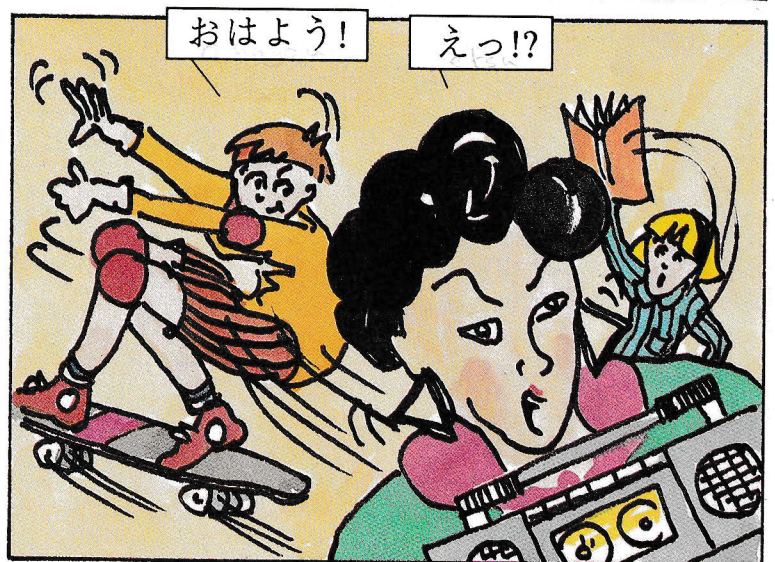
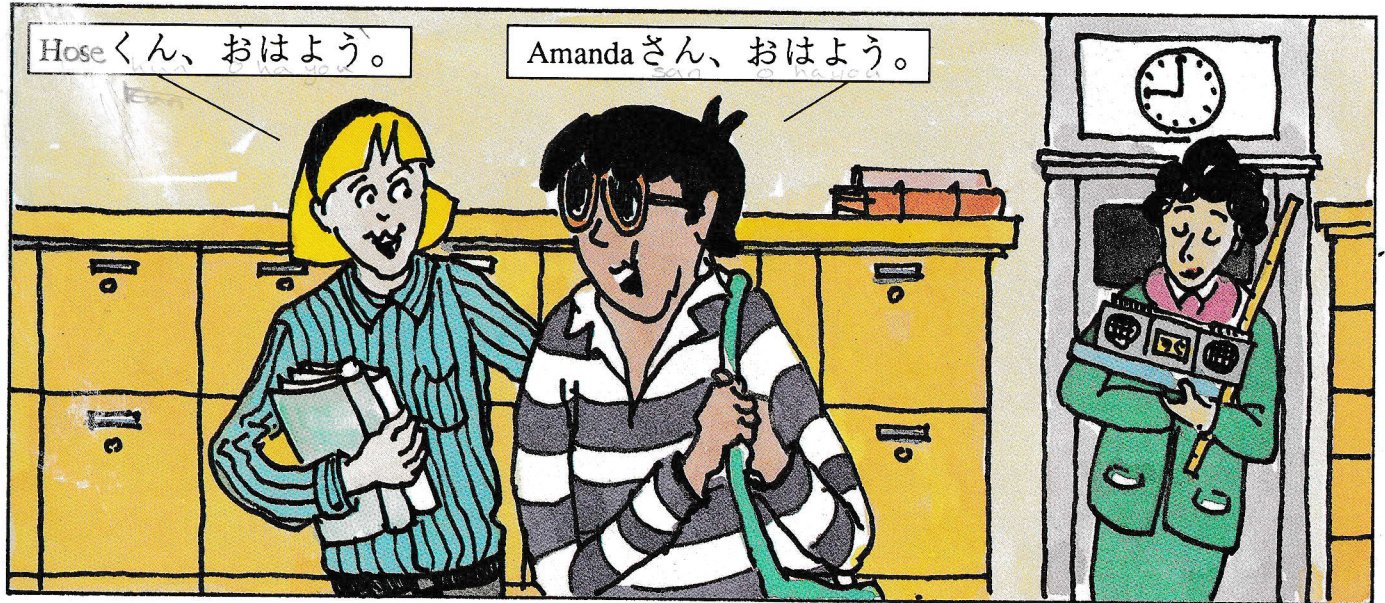
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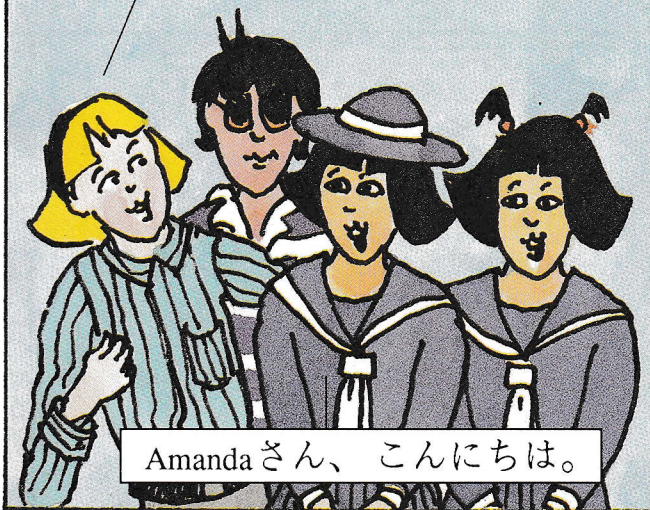
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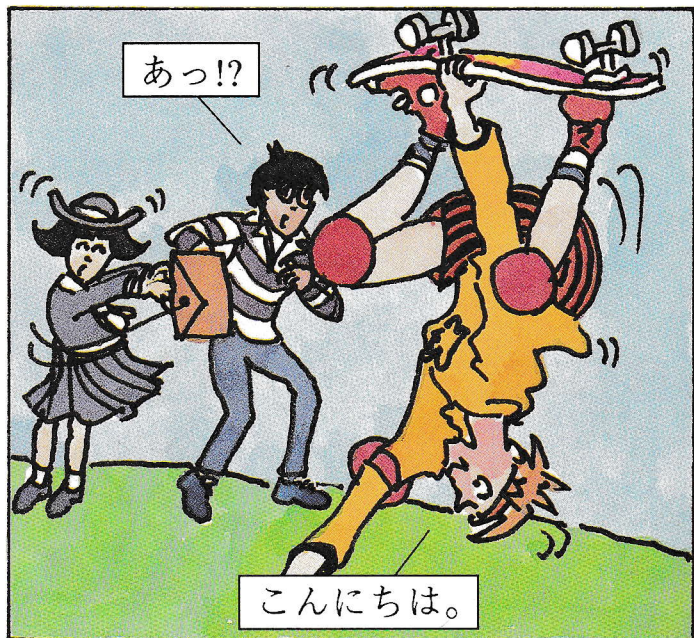
きもの1 ・ おはよう!



はなこさん、こんにちは。
ゆうこさん、こんにちは。



Amandaさん、こんにちは。

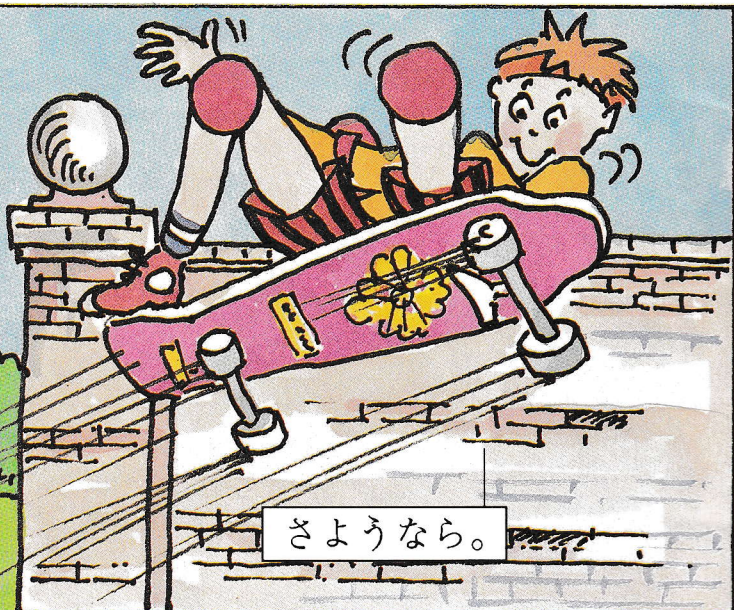


あっ!?

こんにちは。

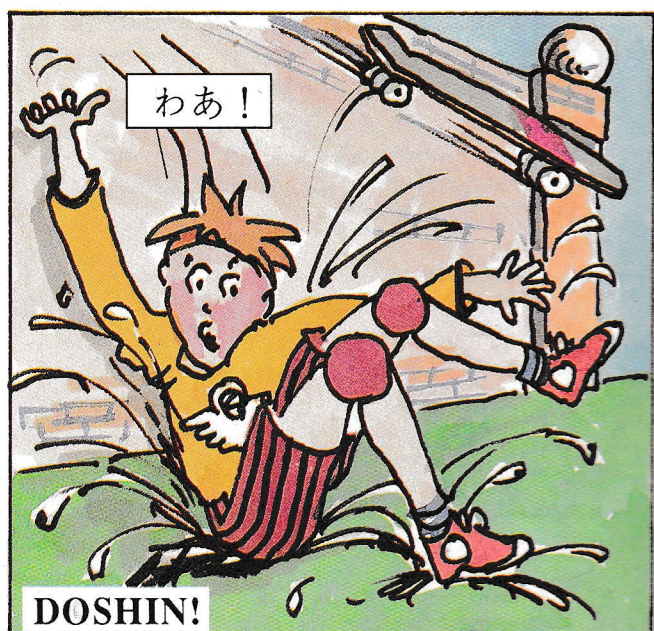
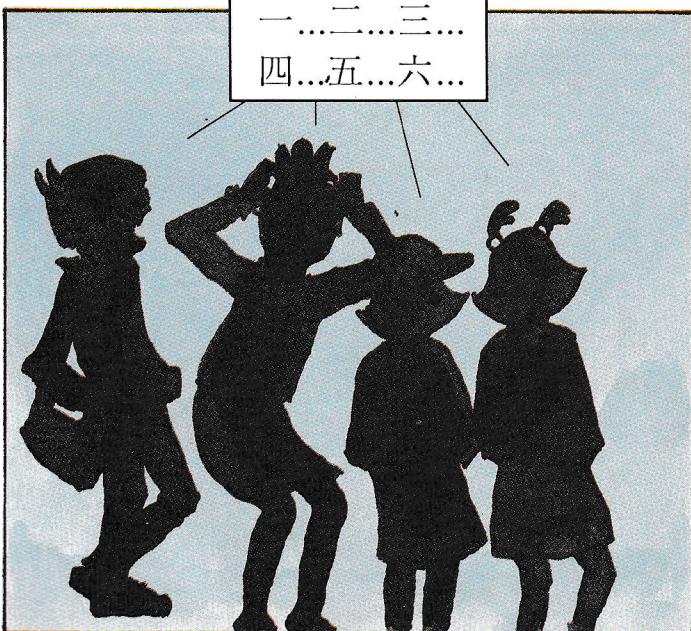
じゃまたね。

Teriiくん、
さようなら。



さようなら。

一...二...三...
四...五...六...



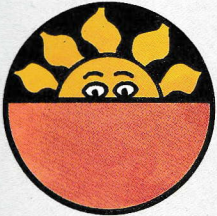
わあ!

DOSHIN!

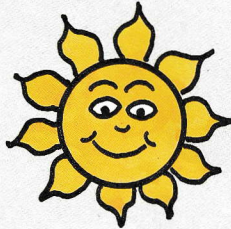
いいましょうー



一



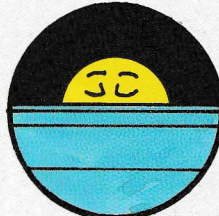
二



三



四



五



おはよう ございます

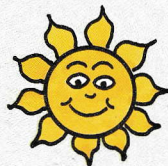
こんにちは

さようなら

こんばんは

おやすみなさい

Say the greetings using the example as a guide.



例:

A みなさん、こんにちは。

B せんせい、こんにちは。

おはよう ございます。



一...



二...



三...



四...



五...



六...



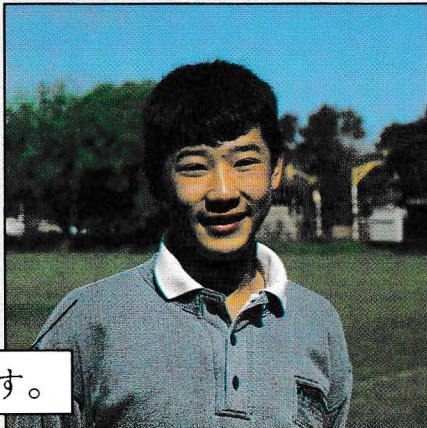
Practise counting to six in Japanese.

いいましょう 二

⊗⊗

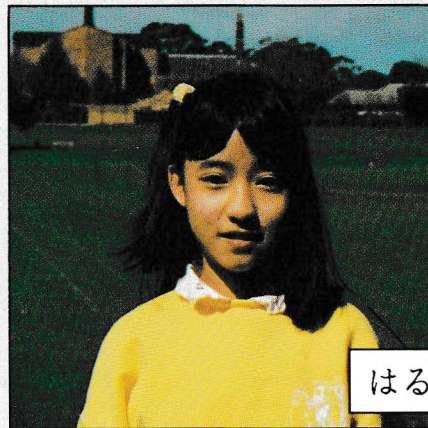
おなまえは？

①



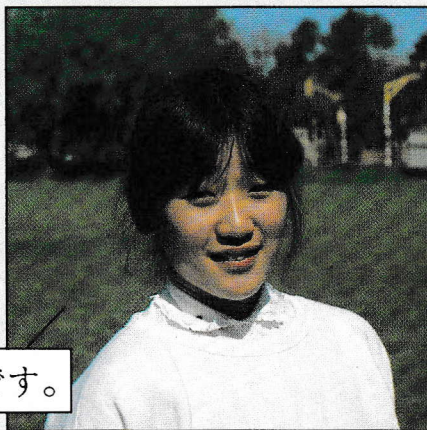
ただしです。

④



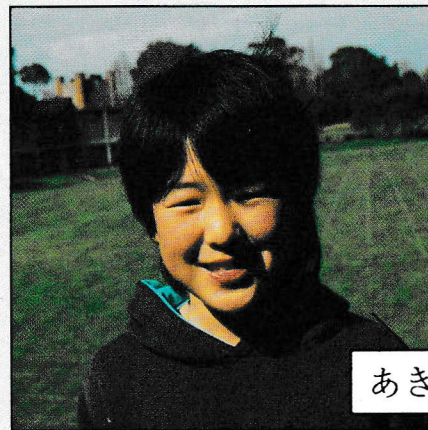
はるこです。

②



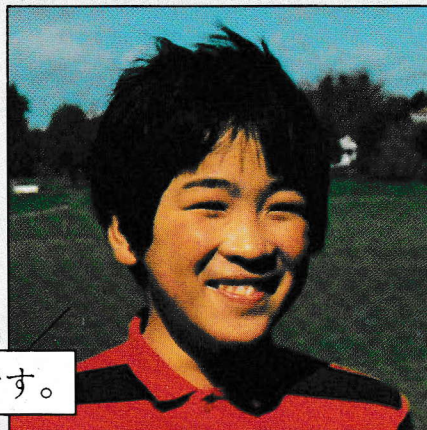
ゆうこです。

⑤



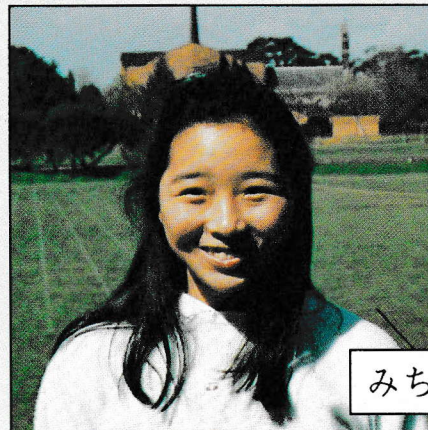
あきおです。

③



としおです。

⑥



みちこです。

Listen to these people giving their names. Practise giving your own name using the example as a guide.



例:

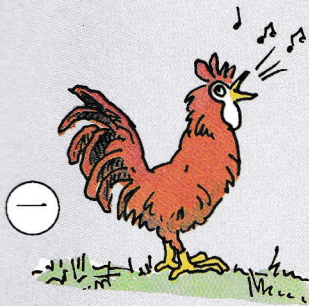
A おなまえは？

B ただしです。

きいていいましょう



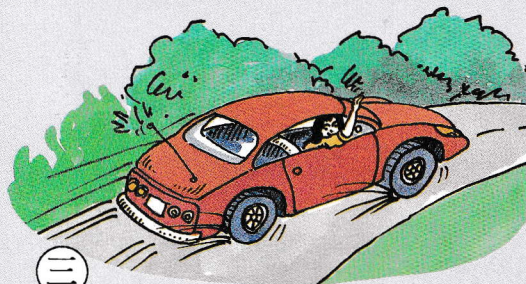
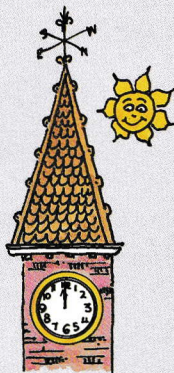
- Sounds are often a clue to the time of day and the greeting that you use. Listen to the sound on the tape and say the greeting that matches it in the pauses provided. Here is an example.



例:

おはよう ございます。

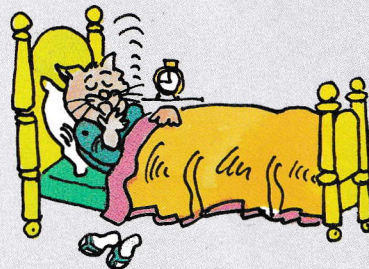
②



④



⑤



- You're at a big party and you notice that all the characters from きもの are there. You are dying to speak to them, so you try to get their attention. Listen to the example on the tape, then speak in the pauses provided.

例:

あっ! はなこさん!



いきいきと はなしましょう

- Write your name and a time of day on a piece of paper, and put it in a hat along with everyone else's in the class.
e.g. Robin 2 p.m.
Now, in turn, pick out a name and go over and greet the person. Make sure your greeting matches the time shown.
- In groups, record each member of the group saying a different greeting. Play it to the rest of the class. They must try and guess who is saying each greeting, for example, **Biru** くん です。
- Try putting the Japanese words you know to music. Listen to the sample tune on the cassette, and see if you can make up your own song using the Japanese words you have learned so far. Those of you who are more musically minded may like to make up a tune as well.
一...二...三...

たんご

New words and expressions

あっ!? — oh! ah!
 えっ!? — what's this!?
 おなまえは? — what's your name?
 すみません — I'm sorry, excuse me
 せんせい — teacher
 です — am, are, is
 みなさん — everyone
 わあ! — ahhh!

Numbers

一 — one — (いち)
 二 — two — (に)
 三 — three — (さん)
 四 — four — (よん or し)
 五 — five — (ご)
 六 — six — (ろく)

Greetings

おはよう! — morning!
 おはよう ございます — good morning
 おやすみ なさい — goodnight
 こんにちは — good afternoon/
 hello
 こんばんは — good evening
 さようなら — goodbye
 じゃ またね — see you later



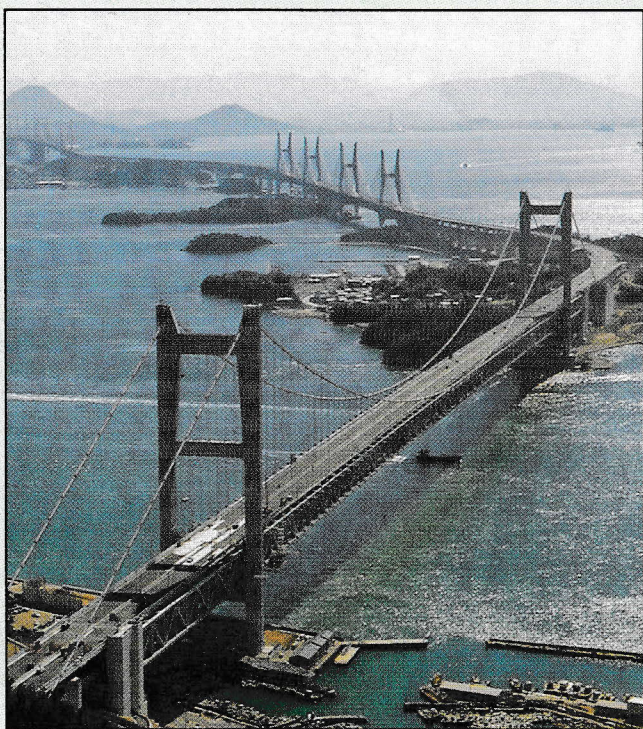
日本

Japan is a long narrow country. If you were to travel its whole length from north to south, you would travel approximately 3,700 kilometres. Look at the map and decide which way you would go.

What means of transport would you use?
What kind of journey would it be?



Well, for a start you would not be travelling always on land as Japan is a collection of islands. There would be many times when you would have to catch a ferry or cross a long bridge like this one. And if you were travelling by train, you would find yourself going through a long tunnel under the sea between the islands of ほっかいどう and ほんしゅう.



The Seto Bridge connects the islands of ほんしゅう and しこく

The largest and most well-known islands that make up Japan are ほっかいどう, ほんしゅう, しこく and きゅうしゅう. In addition, Japan includes almost 4,000 smaller islands scattered along the coast of these larger ones. So, if you wanted to, you could travel the whole length of Japan by boat, hopping from one island to another. And your journey would not be over when you reached the southern-most point of きゅうしゅう. Approximately 680 kilometres further south-west is an important group of about 60 islands. The largest of these is おきなわ.

The length of Japan means that there is a big difference in climate and lifestyles between ほっかいどう in the far north and おきなわ in the south.

ほっかいどう is known for its cold winters and has many traditions associated with snow and ice.

For example, during February, a snow and ice festival is held in さっぽろ, the main city of ほっかいどう, during which people make large sculptures out of ice like these.



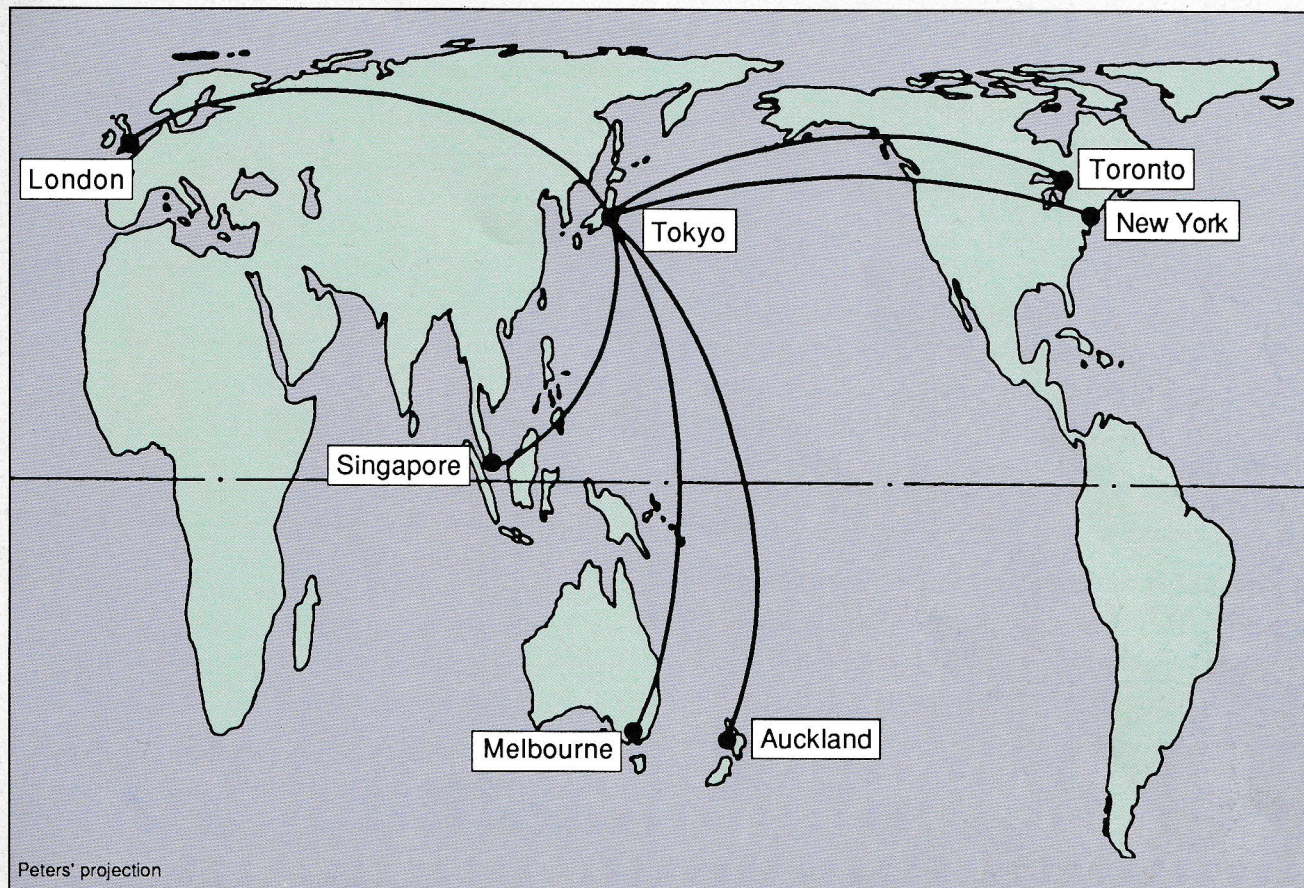
おきなわ, on the other hand, has a much warmer climate. This is reflected in the houses and customs.



Houses on the island of おきなわ

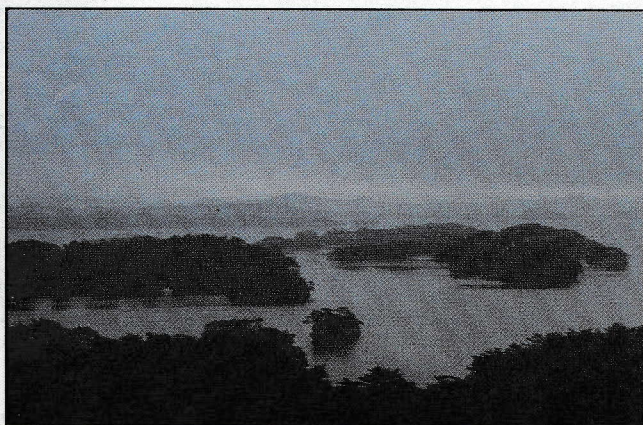
Bullfighting, a sport that people do not usually associate with Japan, is held on おきなわ. Unlike the Spanish variety, in which a man fights a bull, the contest is between two bulls who must try to push each other out of the ring. Because of its distance from Japan and its different customs, people sometimes forget that おきなわ is part of Japan and leave it off the map!

Japan has traditionally been regarded as being part of the Far East.
 This came from the days when Britain traded with the Orient.
 Is this right when you look where Japan is in relation to your country?
 Can you come up with a more accurate term?



Use these distances to get a rough idea of how far Japan is from your part of the world.

Tokyo — Singapore	5,313 km
Tokyo — Melbourne	8,175 km
Tokyo — London	9,555 km
Tokyo — Toronto	10,552 km
Tokyo — New York	10,838 km
Tokyo — Auckland	8,835 km



Islands in Matsushima Bay near Sendai



Mt Fuji

せいかつ

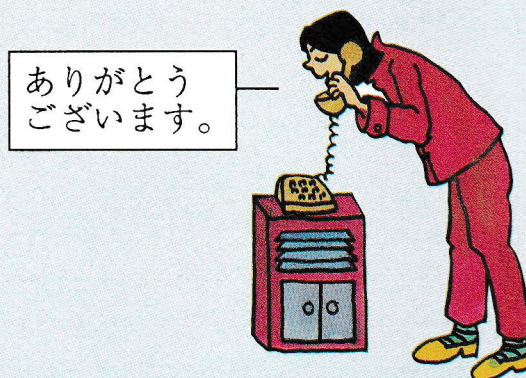
If you have ever been to Japan or seen Japanese visitors, you would have noticed that Japanese people bow a lot. In other countries, people tend to shake hands or kiss when they greet each other, and wave goodbye when they are leaving. In these situations a Japanese person usually bows.

There is a bow for every occasion, from the quick slight bow for friends and family whom you see almost everyday, to the long, low bow used when meeting someone for the first time or when greeting someone who is older than you. But no matter how low or slightly you bow, there is a correct way to do it - you must bend from your waist, keeping the whole top half of your body relatively straight.



Bowing has always played a big part in Japanese life. Hundreds of years ago in feudal times, failing to bow, or bowing in the incorrect way was considered a very serious offence. While people do not go to the same extreme today, bowing is still a very important part of everyday life in Japan, and people can get offended if they are not bowed to properly. In addition to bowing to everyone you meet in the course of your day, you will always be greeted with a bow when you go into shops. In the big department stores that Tokyo and other cities in Japan are so famous for, you'll often find a person who bows and greets everyone who enters the shop. Even when you draw money out of the automatic teller machines, you'll be greeted by a little computer-simulated man, who bows in his stilted way and welcomes you to the bank!

Japanese people also bow when they are thanking someone. For some people, it is such an automatic reaction that they even bow when thanking someone on the telephone!

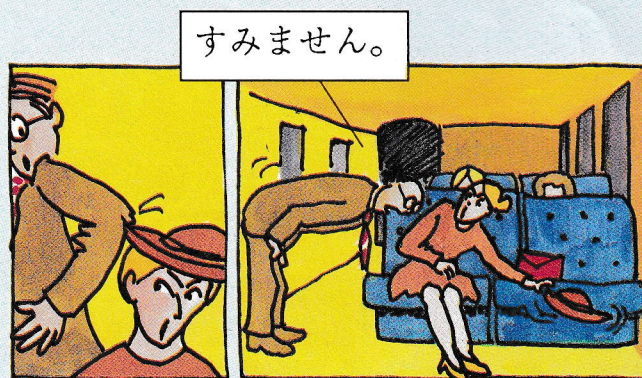


One more very important situation in which you need to bow in Japanese, is when you are apologising to someone, like the man on this sign. The sign is to let people know that something is under construction, and apologises for any inconvenience.

御通行中の皆様へ

工事中は何かと、ご迷惑をおかけ致して居ります
安全には充分気を付けて作業しておりますので
しばらくの間ご協力をお願い致します。

Depending on how much you have offended the other person, you may want to bow very low, until the top half of your body is at right angles to the rest of your body. What do you think this man is saying and why?



がんばれ!

Japanese writing

All of the Japanese words you have seen so far have been written in Japanese writing, which is certainly very different from how we write in English.

There are actually three types of Japanese writing. They are called *hiragana*, *katakana* and *kanji*. Japanese sentences are usually a mixture of all three of them.

Hiragana (ひらがな)

Almost all of the words appearing in the cartoon story are written in *hiragana*. There are forty-six basic *hiragana* symbols and soon you will learn to read and write all of them. Another example of *hiragana* appears on the cover of this book. Can you guess what it says?

Katakana (カタカナ)

You will have noticed that in the cartoon story some of the characters names are written in what seems like English. What are their names?

If you look closely, you'll see that they are not necessarily spelt in the same way as they are in English. These names are spelt according to the way Japanese people say them. Do you know how to say your name the Japanese way?

Japanese people write foreign names like these in *katakana*. For example, in *katakana* Amanda's name is written アマンダ. In fact, in Japanese all words borrowed from other languages are written in *katakana*. However, as you are just starting to learn Japanese, in this book all of these words will be written in our English letters. Whenever Japanese words or Japanese-style foreign words are written in our letters like this, it is called *romaji*.

Kanji (漢字)

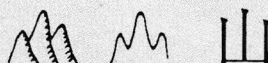
The numbers *one* to *six* which appear in the cartoon story are written in a different system of writing called *kanji*. Using *kanji* is a more sophisticated way of writing Japanese. *Kanji* can be used instead of *hiragana* to represent a whole word or a part of a word.

Some words that are used a lot are never written in *hiragana*. For example, you almost never write the numbers in *hiragana*, but you can like this,

一・いち 二・に 三・さん 四・よん or し 五・ご 六・ろく

Another example is the word for the Japanese language. It is written にほんご in *hiragana*, but because it is such a common and important word, you are more likely to see it written in *kanji* like this: 日本語.

Some *kanji* came from pictures, for example, the *kanji* for *mountain* and *river* developed like this:

 山 mountain

 川 river

か
よ
お
ネ
モ
ル
本
家
花

や
ち
ぬ
キ
タ
才
車
日
駅

日本語 nooto

一 Greeting people

おはよう。 This is like saying *morning!* You can say it to friends and people you know really well. When you are talking to an adult, or someone you don't know very well, you must say おはよう ございます。

In the cartoon story, you'll notice that the characters greeted each other with おはよう, but when they greeted the teacher, they said おはよう ございます。

Both these greetings are used only in the morning, until about 11.00 a.m.

こんにちは。 This means *hello*, and is used from 11.00 a.m. until around 5 o'clock in the evening. After that, you use *こんばんは*, which means *good evening*.

二 Saying goodbye

さようなら。 This is the most common way of saying goodbye in Japanese.

じゃまたね is another more casual way of saying goodbye and is like saying *see you later*. It's best to use さようなら with adults.

おやすみなさい is the expression you use when you're off to bed.

三 えっ!?

えっ!? can be roughly translated as *what's this?!* and you use it when you are shocked and surprised at something that someone has said or done and want some explanation.

四 Addressing people

たなかさん	Mr/Mrs/Miss/Ms Tanaka
はなこさん	(Miss) Hanako
Hoseくん	(Mr or Master) Jose
ほんだせんせい	Mrs/Miss/Ms Honda

All of the above words in red are forms of addressing people, or titles. As you can see in the above examples, titles are used in Japanese in many cases where you don't use them in English. In fact, whenever you use someone's name in Japanese, you usually add a title. However, you never use a title after your own name.

The most common one is *さん*, which can be used with everyone except small children. *くん* is a common alternative to *さん* for boys. As you know *せんせい* means *teacher*, and is generally used with teachers' names instead of *さん*. However, when you are talking directly to the teacher, just use *せんせい*.

e.g. *せんせい、おはよう ございます。*
Good morning Miss/Sir.

五 Apologising

すみません is a quick and easy way to apologise in most circumstances, such as when you're late for class.

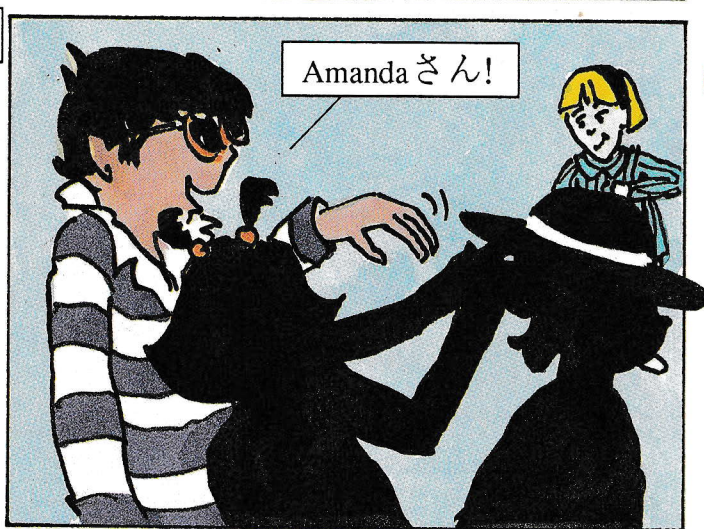
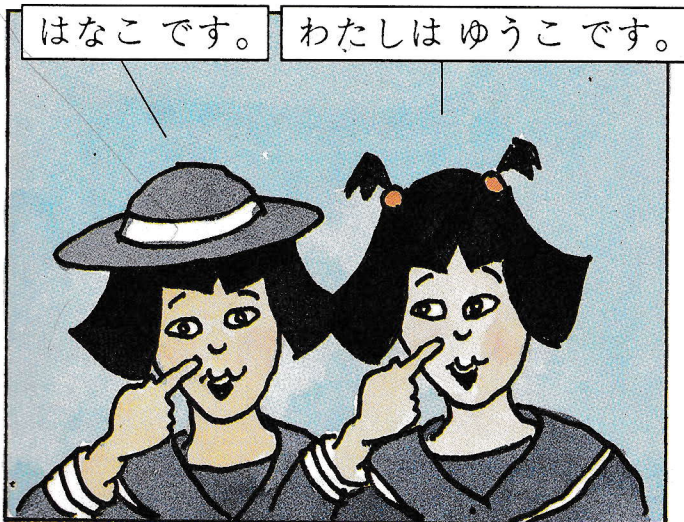
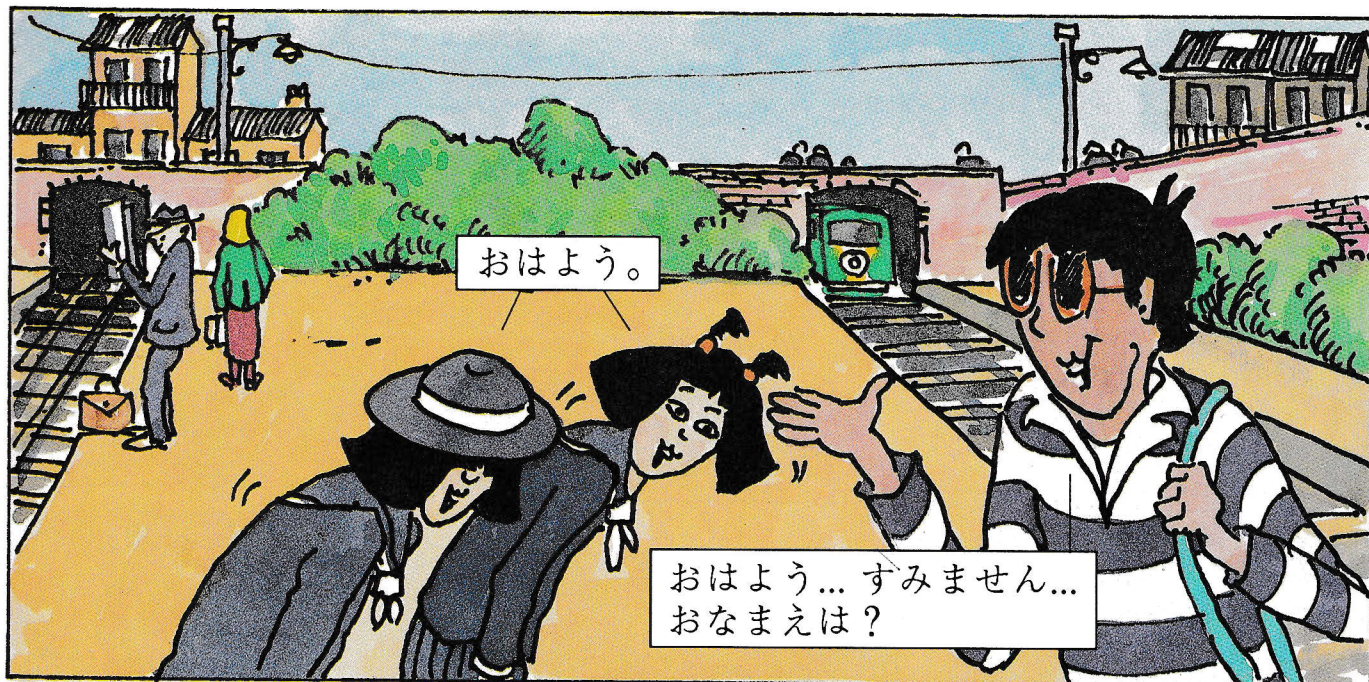
You also use this expression when you want to get someone's attention. In this case it means *excuse me*.

おめでとう!

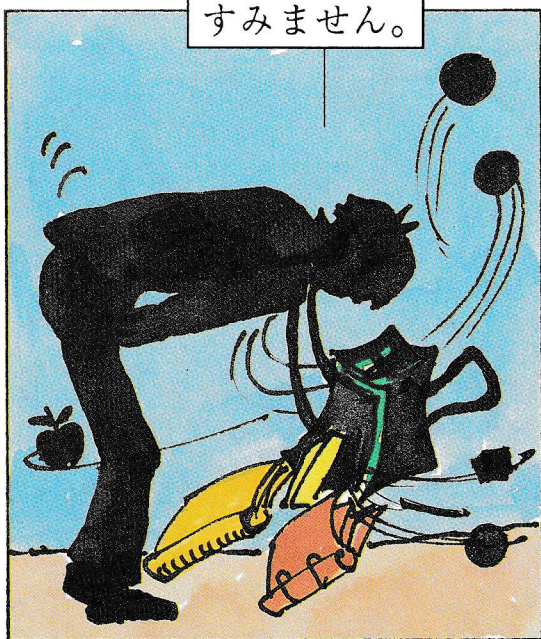
Now you can do all of the following things in Japanese.

- greet people at any time of the day
- ask for someone's name
- say what your name is
- say goodbye
- apologise for something you have said or done
- show that you are surprised
- count to six, and recognise the *kanji* for these numbers

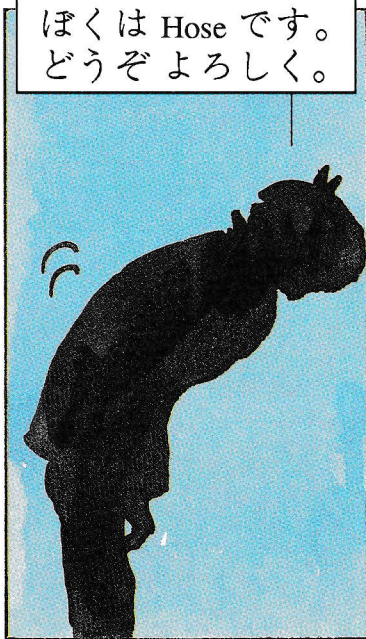
きもの2 ・ おなまえは？



すみません。



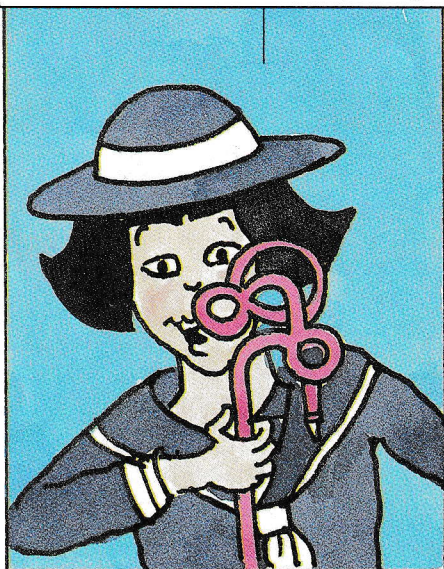
ぼくは Hose です。
どうぞよろしく。



ほんです。
どうぞ。



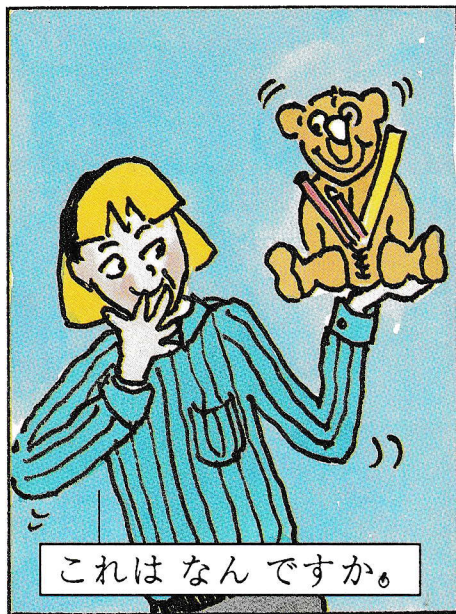
これは えんぴつ ですか。



はい、えんぴつ です。

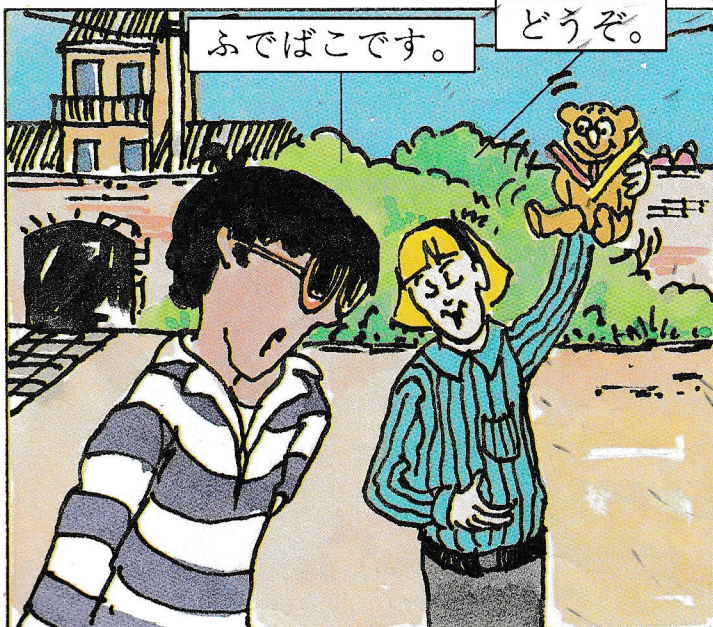


これは なん ですか。



ふでばこです。

どうぞ。



ありがとう。

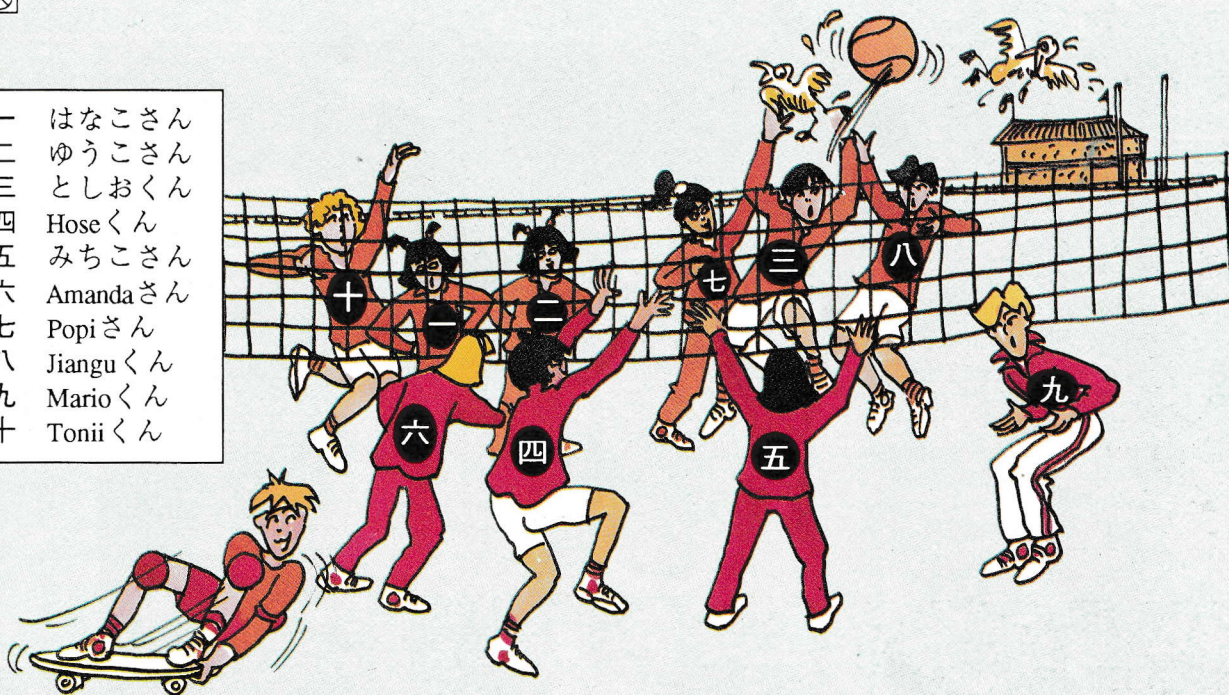
おなまえは？



い い ま し ょ う ー



- 一 はな さん
- 二 ゆう さん
- 三 とし お くん
- 四 Hose くん
- 五 みち さん
- 六 Amanda さん
- 七 Popi さん
- 八 Jangu くん
- 九 Mario くん
- 十 Tonii くん



Talk about the volleyball team using the examples as a guide.

例:



A 一ばんは はな さん ですか。

B はい、 はな さん です。

例:



A 一ばんは ゆう さん ですか。

B いいえ、 はな さん です。

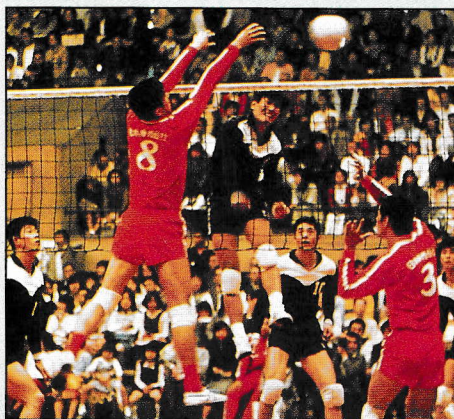
例:



A 二ばんは?

B ゆう さん です。

八ばんは とし お くん ですか。

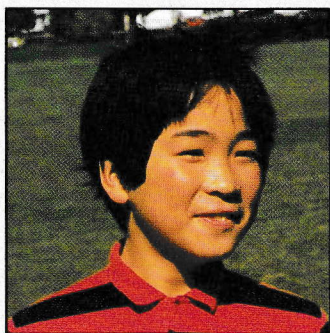


はい、 とし お くん です。

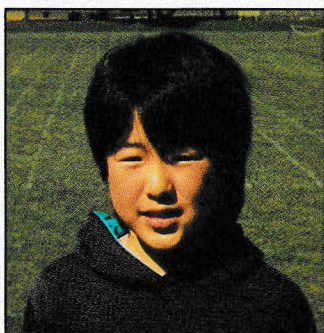
いいましょう 二



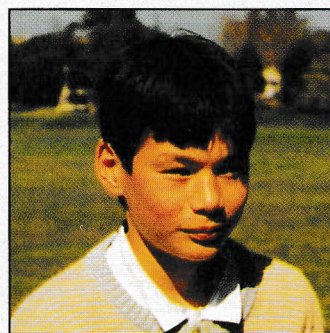
なんさいですか



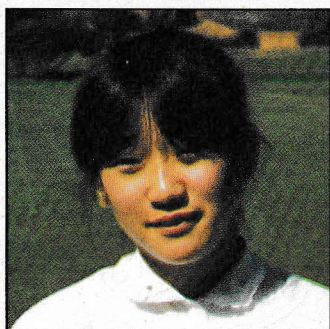
としお 12



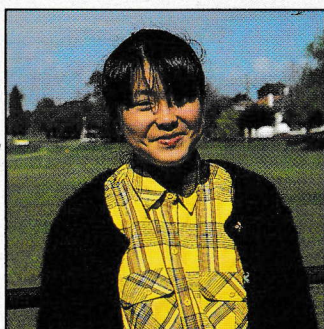
あきお 12



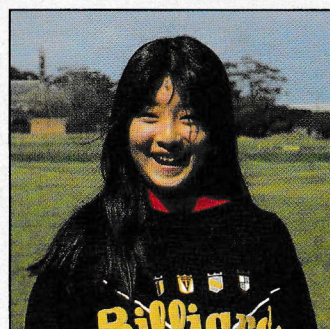
たろう 13



ゆうこ 12

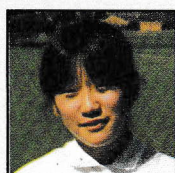


ひろこ 13



かずみ 12

Talk about the each photo using the example as a guide.



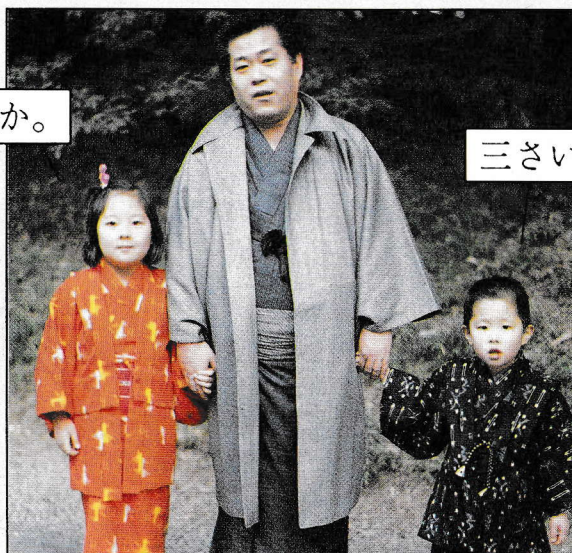
例:

A ゆうこさんはなんさいですか。

B 十二さいです。

Now practise giving your own age.

なんさいですか。



三さいです。

いいましょう 三



- 一 ほん
- 二 pen
- 三 けしgomu
- 四 ふでばこ
- 五 ものさし
- 六 えんぴつ
- 七 こくばん
- 八 まど
- 九 doa

Talk about the picture using the examples as a guide.

例:

A 日本語で なんですか。

B えんぴつです。

例:

A ほんです。どうぞ。

B ありがとう。

日本語で なんですか。

えんぴつです。



きいて いいましょう

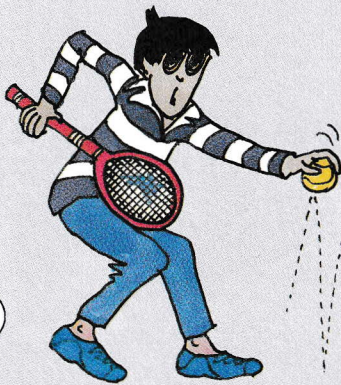


— Listen to the characters speaking in turn. Can you identify who is speaking? Here is an example.

一

例:

Hoseくんです。



二



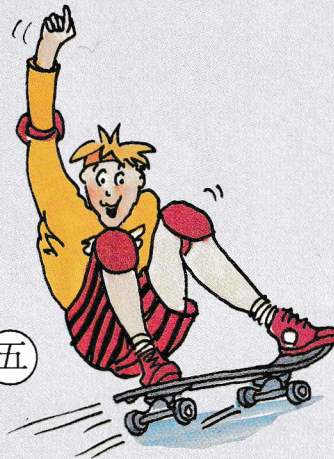
三



四



五



六



二 なんですか

Listen to the sounds made by these objects. Can you identify the object in each case? Say what it is in Japanese. Here is an example.

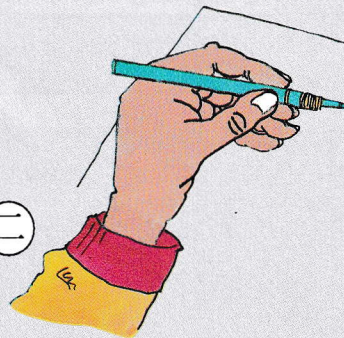
一



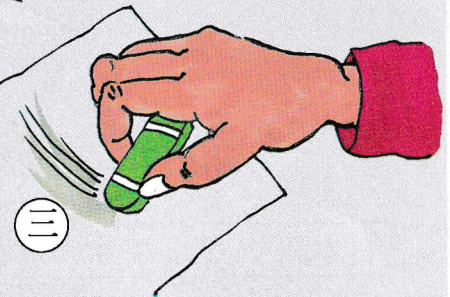
例:

ほんです。

二



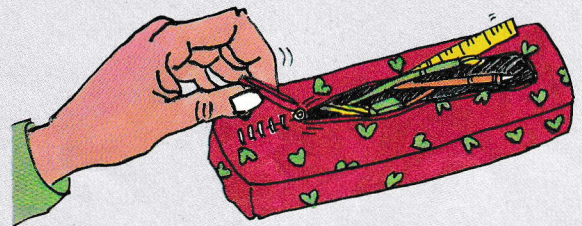
三



四



五



いきいきとはなしましょう

一 おなまえは? What's your name?

From now on in Japanese classes, it's a good idea to use only your classmates' Japanese-style names when talking to them. But first of all, do you remember how to say your own name in Japanese?

The teacher begins by indicating one of you and asking your name. You have to reply with your name in Japanese. Now it's your turn to get the attention and ask the name of someone else in the class. Continue in this way until everyone has had a go. Listen carefully as each name is said, as you may be asked to recall it later.

When the teacher is satisfied that you all know how to say your own names, see if you can remember the names of other people in your class. Someone begins by indicating another person and saying ...さんです or ...くんです. Whoever has been named then continues by indicating another person and saying their name. Continue in this way until everyone has been named. No-one is to be named twice.

二 なんさいですか How old are you?

You have to pick an under-14 basketball team from members of your class. You'll need six players who are under 14 at the 1st August. Ask how old people are in your class, and stop when you have found six people who are the right age.

三 How well do you know your numbers in Japanese?

Count from one to ten over and over again around the class or in groups, missing out a different number each time. The first time you count to ten, you miss out the number one, the next time two, then three, etc. If someone makes a mistake, they have to sit down.

See how long you can continue until there is only one person left standing.

Practise counting in Japanese.



がんばれ!

日本語のはつおん

Learning Japanese is different from learning some other languages, such as French and Italian, because it has a different writing system. In languages which use the roman script, you can often recognise words which are similar in English, and this helps you to remember them. In Japanese, until you can read the script, you can't rely on your eyes to remember words, you have to listen very carefully - you have to rely on your ears. In the beginning the way you learn Japanese is a bit like the way you learned your first language. That is you listen and imitate what you hear.

When you're just starting to speak another language, it's tempting to pronounce words in the same way as you would in English. For example, you probably already know words like *kimono* and *sayonara*. However, if you listen carefully to

a Japanese person saying these words, you'll notice that they say them quite differently from the way we say them in English.

It is very important to make an effort to get your pronunciation right. This can be hard at first, because your mouth is used to forming English sounds. And you might feel embarrassed as your mouth forms strange shapes and you hear yourself producing unfamiliar sounds. But it is worth the effort. Think about your reaction when you hear someone speaking English with a heavy accent.

In Japanese, initially the most important sounds to master are the vowels. There are five basic vowel sounds in Japanese. Once you know how to say them properly, the rest is relatively easy. Other sounds are made by adding different consonants to these vowels.

たんご

New words and expressions

ありがとう	—	thank you
いいえ	—	no
これ	—	this
...さい	—	...years old
どうぞ	—	here you are
どうぞよろしく	—	pleased to meet you
なんさいですか	—	how old are you?
なんですか	—	what is it?
日本語 (にほんご)で		
なんですか	—	what is it in Japanese?
はい	—	yes
...ばん	—	number...
ぼく(は)	—	I (men and boys only)
わたし(は)	—	I

In the classroom

えんぴつ	—	pencil
けしgomu	—	rubber
こくばん	—	blackboard
doa	—	door
ふでばこ	—	pencil-case
pen	—	pen
ほん	—	book
まど	—	window
ものさし	—	ruler

More numbers

七	—	seven	—	なな or しち
八	—	eight	—	はち
九	—	nine	—	きゅう or く
十	—	ten	—	じゅう
十一	—	eleven	—	じゅういち
十二	—	twelve	—	じゅうに
十三	—	thirteen	—	じゅうさん

せいかつ

日本にいきましょう！ Let's go to Japan!

Imagine you are planning a trip to Japan.
Here are some of the things you need to work out
before you leave.



- You would like to be in Japan in spring to see the cherry blossom. What month would be a good time to arrive?

- How long will the trip take you? You can work it out roughly if you know the approximate distance and the average speed of a modern jet. You can check the approximate distance from your part of the world to Tokyo on page 8, and nowadays a jet can average about 800 kilometres per hour. Don't forget to allow three or four hours for stopovers. Check your answer with someone who has been there.

- Can you really afford to go? Try and find out how much the trip will cost.

- Which airline will you choose? Why?

- What documents do you need before you leave? What do you have to do to get them?

- You will need different currency in Japan. What is Japanese currency called? How will you change your money? How much is Japanese money worth in your currency?



- You want to ring your friend in Japan to say when you are arriving. You want to ring at 8.00 p.m. Japanese time. At what time must you call?

- Which places and cities are you going to visit in Japan? Why?

- You want to buy a good quality, typically Japanese product as a present for someone at home. What will you buy? Where will you get it?



日本語 nooto

一 です

です is a very useful little word in Japanese. It can be used in a number of cases where we need to use different words in English. In this unit we have already seen it has at least three different meanings:

a) I am

e.g. (わたしは) はなこ です。
I'm Hanako.

(ぼくは) Hose です。
I'm Jose.

b) it is, this is

e.g. ほん です。
It's a book.

ふでばこ です。
It's a pencil-case.

c) he is, she is, that is

e.g. はなこ さん です。
She's Hanako. / That's Hanako.

Hose くん です。
He's Jose. / That's Jose.

You can see from the examples that is not always necessary to use わたしは or ぼくは. Usually it is clear from the context who you are talking about.

二 Asking questions

Asking questions in Japanese is easy. All you have to do is add か to the end of a sentence, and put a questioning tone into your voice.

e.g. はなこ さん です。
That's Hanako.
はなこ さん ですか。
Is that Hanako?



What about おなまえは?

Some questions do not seem to end in か. However, often these are just shortened forms of questions that do end in か.

e.g. おなまえは?
What is your name?

This is the shortened form of,
おなまえは なん ですか。

When saying a question like this one, it is important to make it sound like a question. To do this you have to put the question mark into the tone of your voice. You also usually write a question mark. Notice, however, that when a question ends in か you don't need to write a question mark.

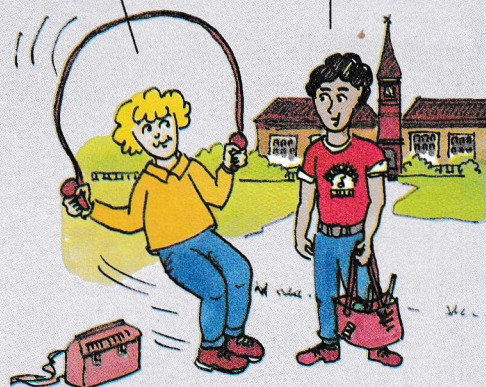
三 Talking about yourself

わたしは はなこ です。
ぼくは Hose です。

Both わたし and ぼく mean I, however ぼく is used only by men and boys. Remember never use さん or くん after your own name.

おなまえは?

ぼくは Teo です。



四 Offering something

When you want to give someone something, you say どうぞ. It roughly means here, take it.

e.g. ほん です。 どうぞ。
Here's your book.

The person should answer ありがとう, meaning thank you.

五 Age

To ask how old someone is in Japanese you say なんさい ですか。

When you are giving your age, you can't just say the number, you must add ...さい です。

e.g. 十三さい です。
I'm thirteen.

うた

Kotsu kotsu

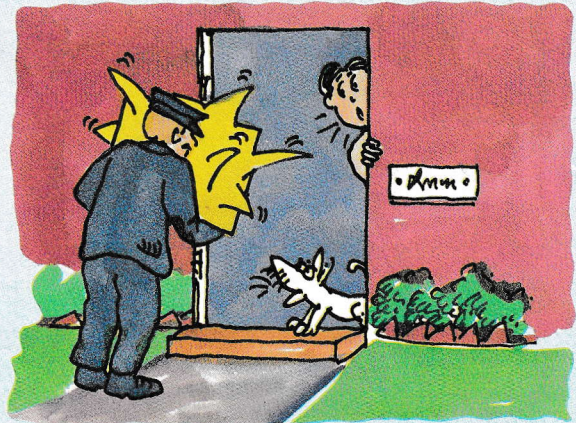
Kotsu kotsu kotsu kotsu
どうぞ、こんにちは。
Kotsu kotsu kotsu kotsu
ありがとう、さようなら。



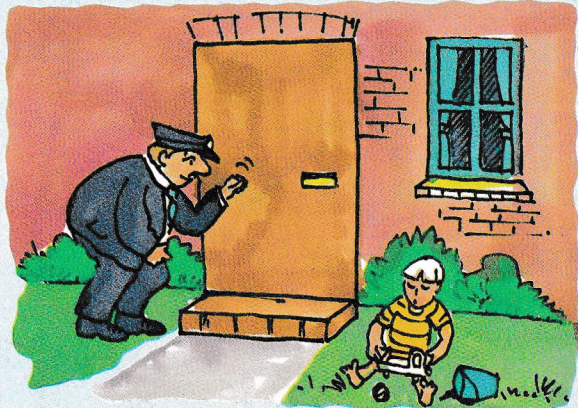
Kotsu kotsu kotsu kotsu
すみません、おなまえは?
Kotsu kotsu kotsu kotsu
はなこです。あなたは?



Kotsu kotsu kotsu kotsu
三ばんですか。
Kotsu kotsu kotsu kotsu
そうです。なんですか。



Kotsu kotsu kotsu kotsu
きみはなんさいですか。
Kotsu kotsu kotsu kotsu
三さいです。じゃまたね!



おめでとう!

Now you can do all of the following things in Japanese.

- introduce yourself to others
- exchange personal information
 - ask someone's name
 - say who you are
 - ask someone's age
 - say how old you are
- offer something to someone and say thank you
- count to thirteen, and recognise the *kanji* for these numbers

ひらがな

The Japanese *hiragana* chart is the equivalent of our alphabet. However, the Japanese 'alphabet' is a bit different from the English one. Each *hiragana* stands for a syllable rather than a single letter.

Syllables can be any one of the vowels, *a, i, u, e, o*, or a combination of one or two consonants plus a vowel.

You have already seen many of them. Now it's time to learn to read and write all of them. Can you recognise any?

	A	I	U	E	O
	あ	い	う	え	お
K	か	き	く	け	こ
G	が	ぎ	ぐ	げ	ご
S	さ	し (shi)	す	せ	そ
Z	ざ	じ (ji)	ず	ぜ	ぞ
T	た	ち (chi)	つ (tsu)	て	と
D	だ	(ち) (ji)	(づ) (zu)	で	ど
N	な	に	ぬ	ね	の
H	は	ひ	ふ (fu)	へ	ほ
B	ば	び	ぶ	べ	ぼ
P	ぱ	ぴ	ぷ	ぺ	ぽ
M	ま	み	む	め	も
Y	や		ゆ		よ
R	ら	り	る	れ	ろ
W	わ				を (o)
N	ん (n)				

The ひらがな chart

Look again at the ひらがな chart. Use this chart when you need to check how to read the ひらがな symbols. You can read the symbols in any line by combining the consonant at the beginning of the line with the vowel at the top of each column. For example, か is in the line beginning K under the A column, so you read it as KA.

Unfortunately, there are a few exceptions. Some ひらがな do not exactly follow this rule. In these cases, the *roomaji* reading is shown beside them on the chart. For example, し is read SHI not SI. Find the other ones like this on the chart.

は is another symbol that does not exactly follow the same rule. It can be read in two ways. On the chart it is in the line beginning H under the A column, so you read it as HA. But sometimes it can be read as WA. You'll find out more about this later. You have already seen examples of both readings. Do you recognise these words? In which words is は read HA and in which ones is it read WA?

こんにちは
はなこさん
こんばんは
おはよう

Just as the letters in our alphabet are in a certain order, ひらがな are arranged in a certain order on the chart. You obtain the order by reading the chart from left to right across the page. Telephone books in Japan and the dictionaries that Japanese people use follow this order. In きもの, the word lists in each unit and at the back of the book also follow this order.

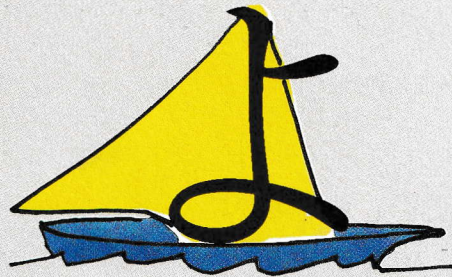
がんばれ!

Until you know the ひらがな symbols, they can just look like a lot of squiggles and curves that don't mean anything. However, as you learn to read and write ひらがな, you'll find a whole new world opening up, and soon you'll never look at them in the same way again.

Learning to read and write ひらがな is no small task, so here are some hints on how to do it.

- Set yourself a target of learning say five a day.
- What does each ひらがな remind you of?

See if you can see a picture in each one which will remind you of how to say it. Here's an example.

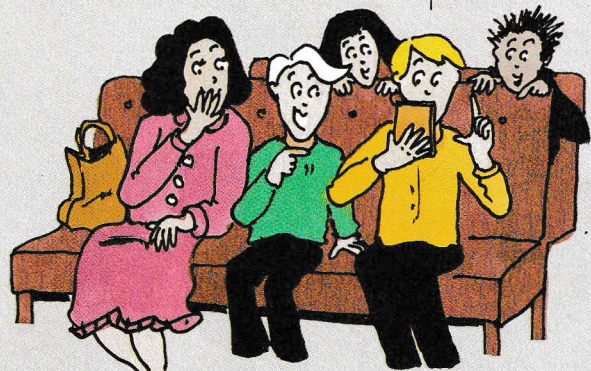


If you look for this ひらがな on the chart, you'll find that it is in the line beginning Y under the O column. So, you say *yo*. A good way to remember this one is to imagine that it looks like a yacht. Even though it is not spelt in the same way, *yo* is the same sound at the beginning of *yacht*.

See if you can think of similar ideas for other ひらがな.

• After you have done some writing practice in your *Workbook*, write the ひらがな onto small cards. You could then punch a hole in one corner of each, and thread them onto a key ring. Then, whenever you have a spare moment, for example on the bus home from school, take out your stack of cards and test yourself.

か... き... く...



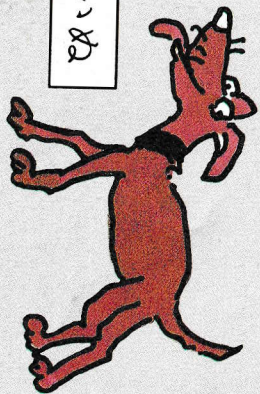
• Get together with a friend and test each other using your cards.

These are just some suggestions. Why not have a discussion in class to see if the others have some good ideas for learning and remembering ひらがな. Remember, the way you learn is very personal: what works for you, may not work for other people, and vice versa.

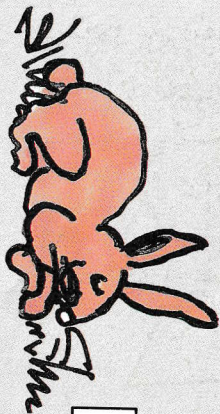
よみましょう!



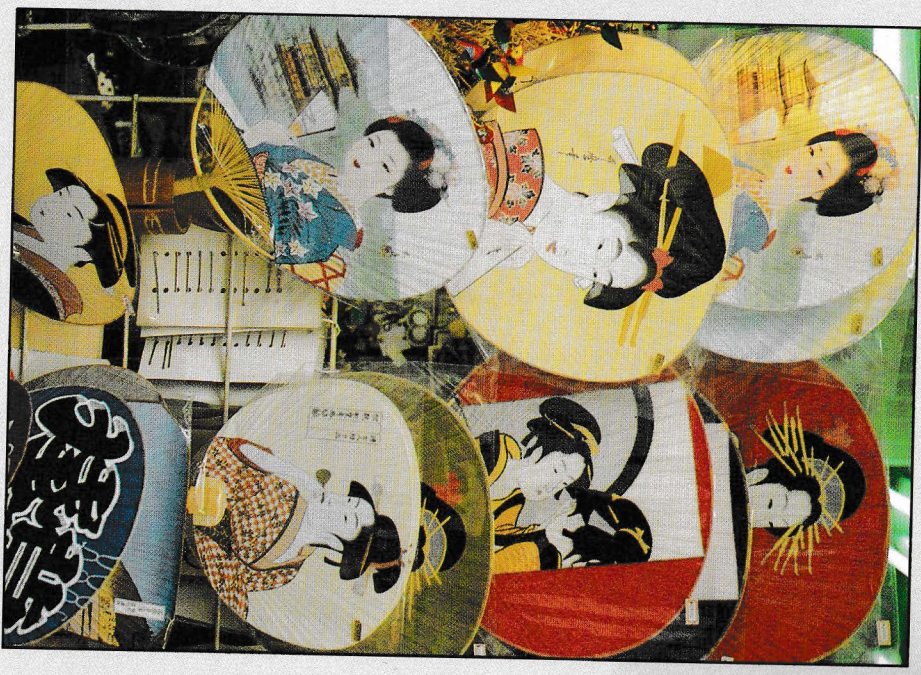
きもの



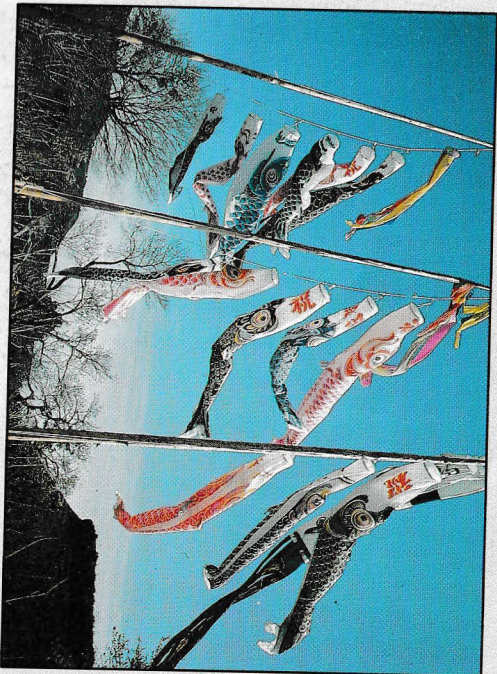
いぬ



うさぎ



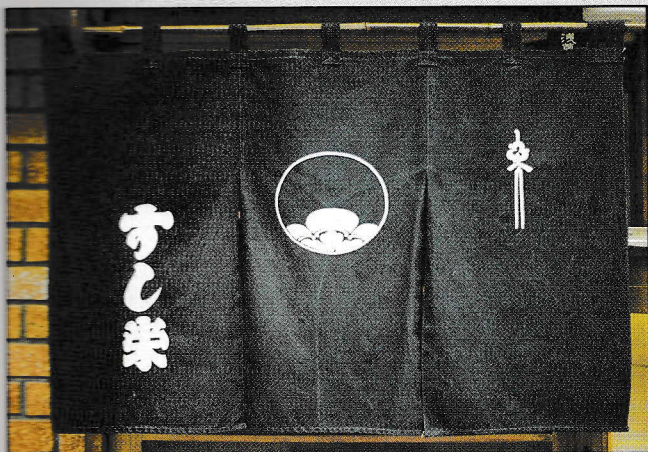
うちわ



こいのぼり



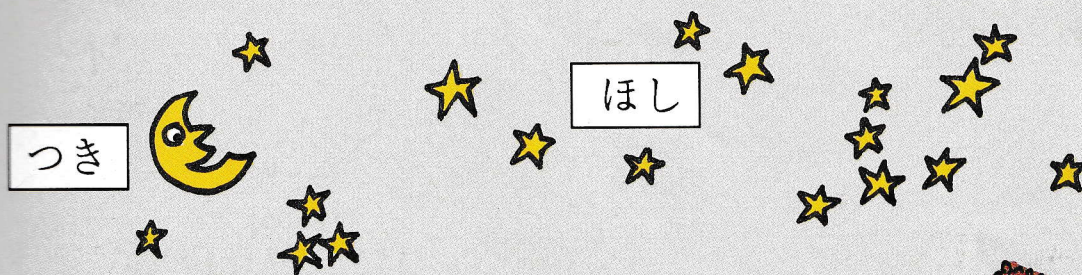
すみません!



のれん



えき

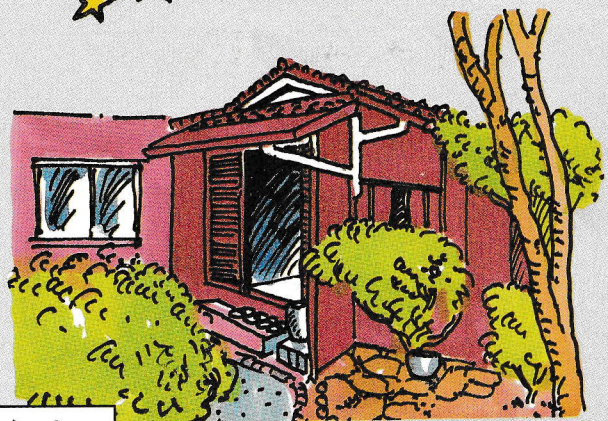
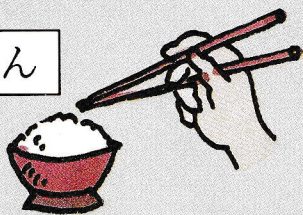


つき

ほし

おはし

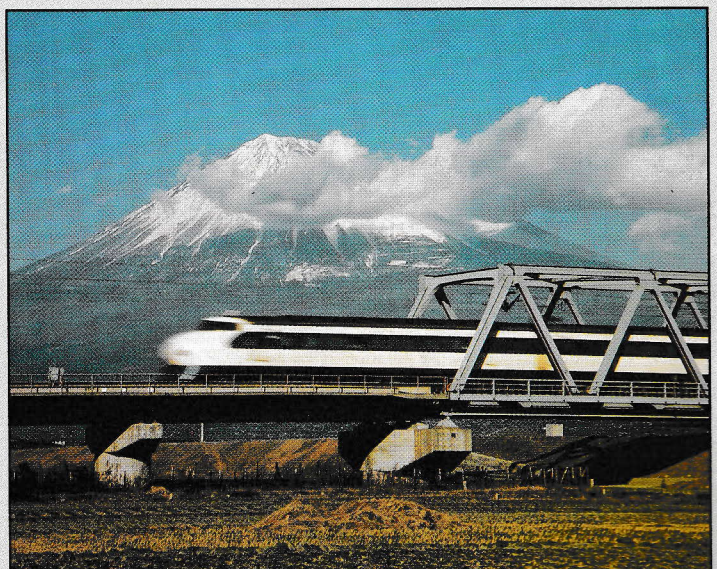
ごはん



うち



おりがみ



しんかんせん／ふじさん

Writing ひらがな

Learning to write ひらがな isn't like anything you have done before. And as with anything new you need to do a lot of practice before you master it.

You'll be doing lots of writing practice in your *Workbook*, but first here are some important points to remember when writing ひらがな.

- Each ひらがな is made up of a number of lines called strokes.
- ひらがな are balanced. They should not look crooked or as if they are about to fall over! The length of the strokes, their angle to one another and the space between them are important in making a ひらがな symbol balanced.

Let's look at an example.

あ

In this symbol the vertical line is longer than the horizontal one. The curved line is drawn at a particular angle to the vertical one and contains a space.

Drawing a small circle is a useful way of showing that a space should be left, but notice that it is not a part of the symbol.

What can you say about the length, angle and space of the strokes in the following symbols?

い う
え お

The angle of the page on your desk is also important when writing Japanese. You are more likely to write balanced ひらがな if you place your page squarely in front of you.

- Strokes must be written in a certain order. If you don't follow the correct order, then it is hard to make the symbol look balanced.

Look at the following symbol. What is it? Follow the order of the strokes to see how it is written.

な 一 十 十 十

You call the strokes by the numbers, 一, 二, 三, 四, 五 etc. How many strokes are there in the above symbol?

A general rule for drawing the strokes in the correct order is to start from the left-hand side and do the horizontal line first. Vertical lines are drawn from top to bottom.

The way in which strokes are drawn, and in particular, how they end, is also important. For example, the last stroke in な ends abruptly. To achieve this, you take your pen or pencil off the paper as soon as you have finished drawing the stroke.

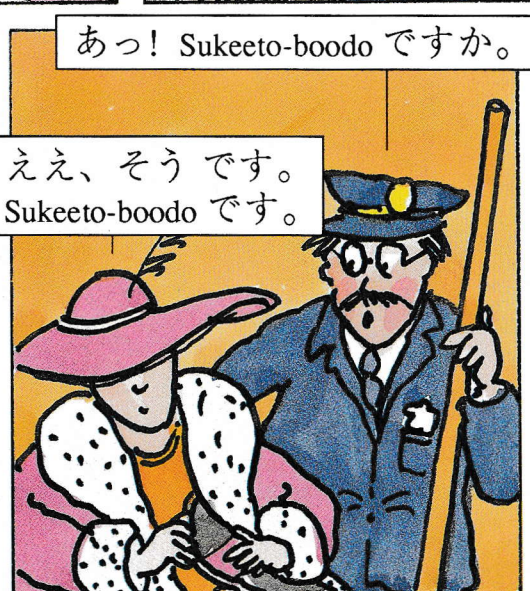
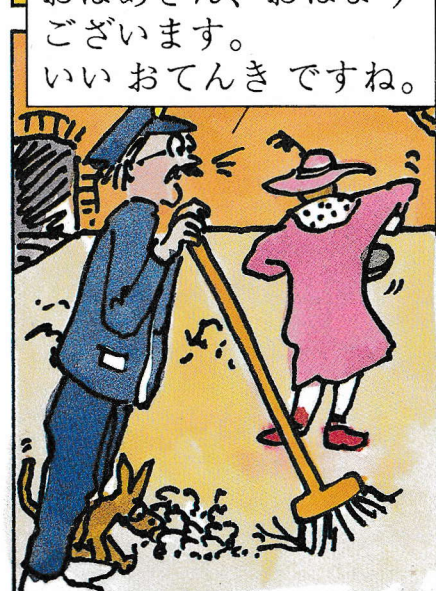
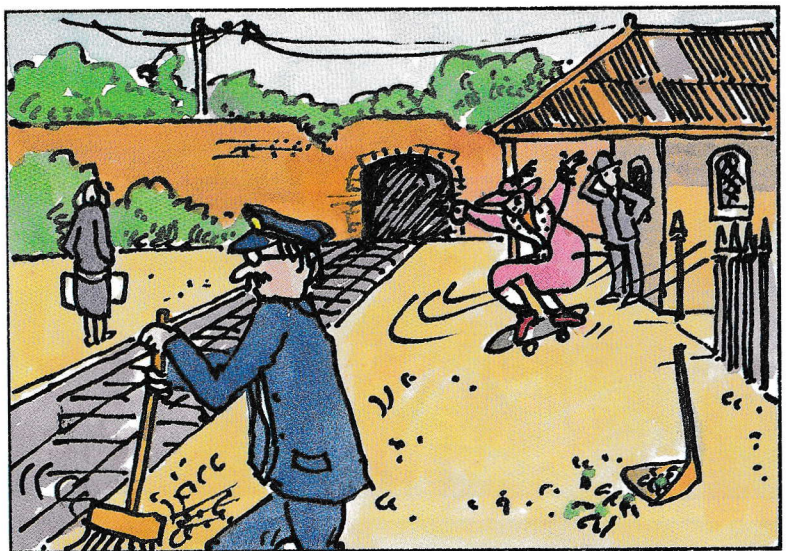
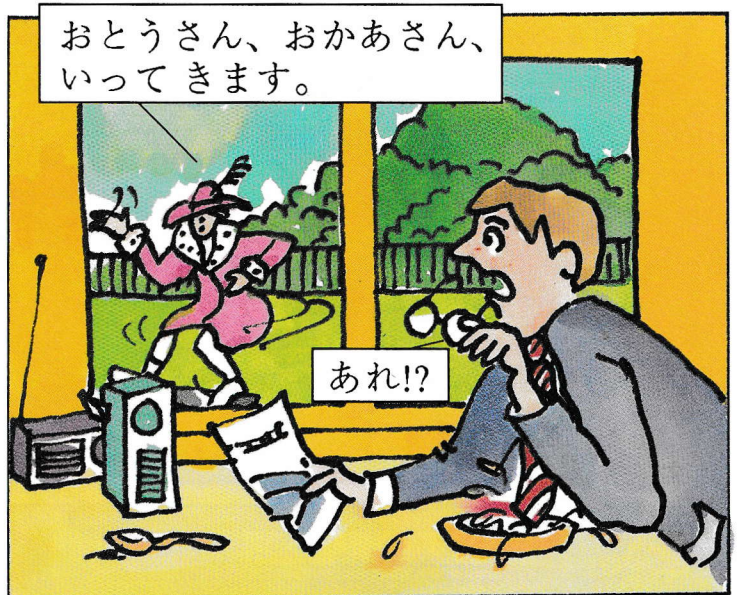
The first and third strokes of か, on the other hand, have a slight hook on the end. Then some strokes finish with a sweeping motion, for example, っ. You can see that the line gradually fades away. Can you find any others that finish in this way?

Japanese is traditionally written vertically or down the page. Japanese people start writing from the top right-hand corner of the page and write downwards. What effect do you think this has on the way Japanese books open?

However, horizontal writing is becoming increasingly popular in Japan. You can now find many books which are written across the page.



きもの3・Teriiくん、おやおや!





Amandaさん、たっ
てください。



どうぞ。

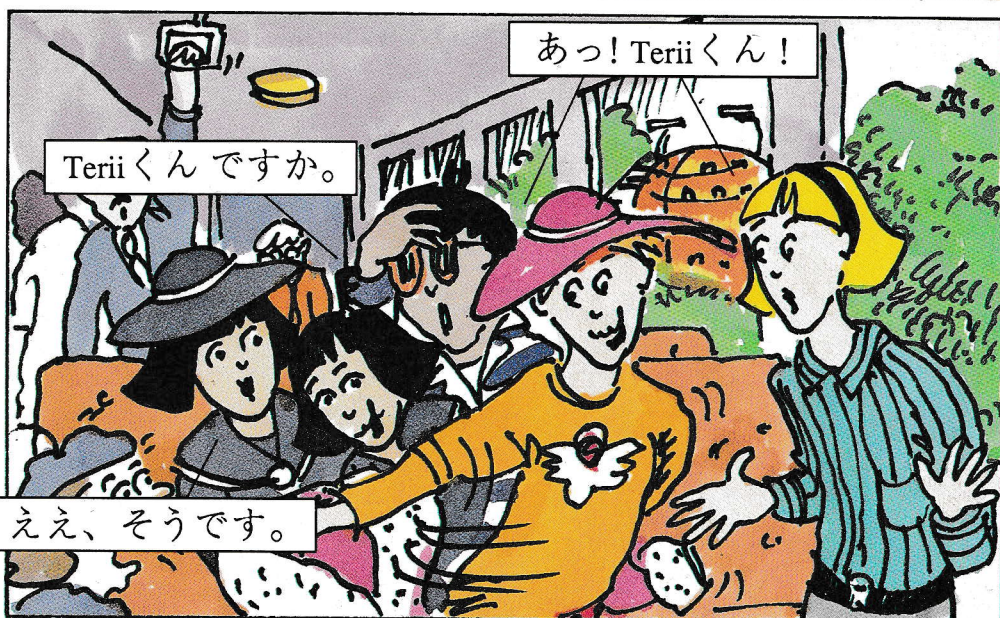


ありがとう。



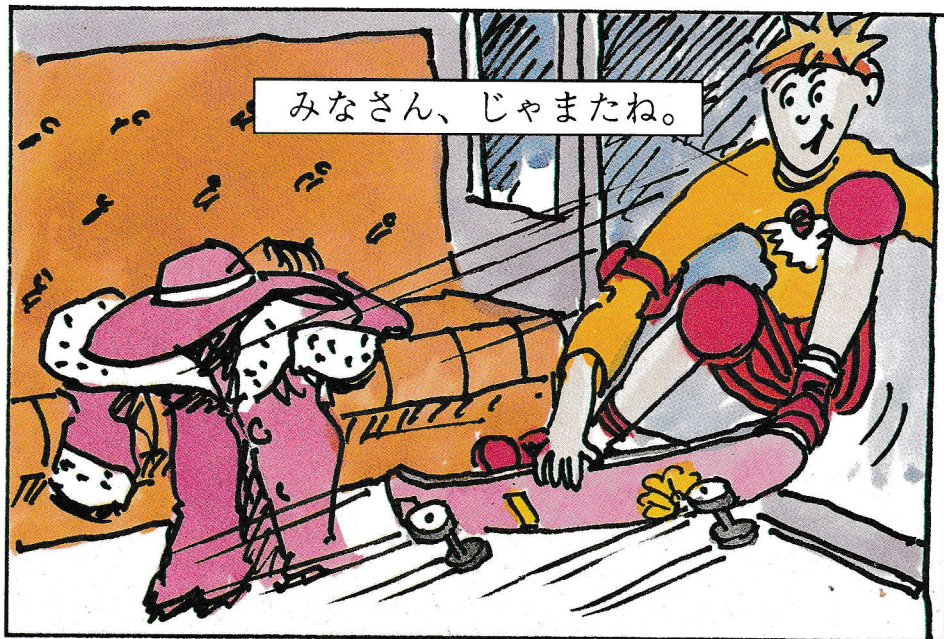
あっ! Teriiくん!

Teriiくんですか。

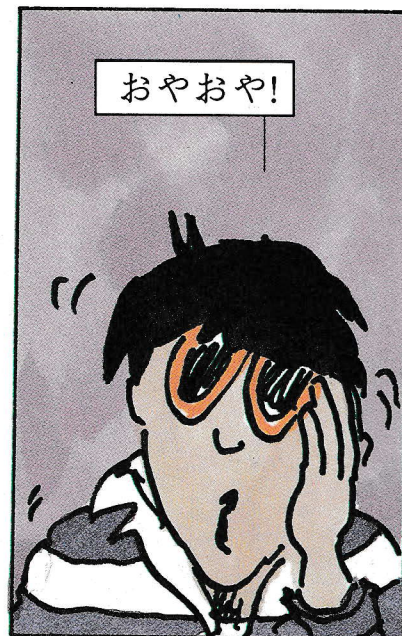


ええ、そうです。

みなさん、じゃまたね。



おやおや!

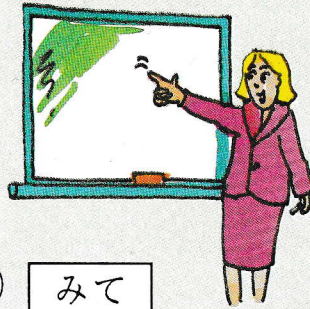


い い ま し ょ う ー

⊗⊗



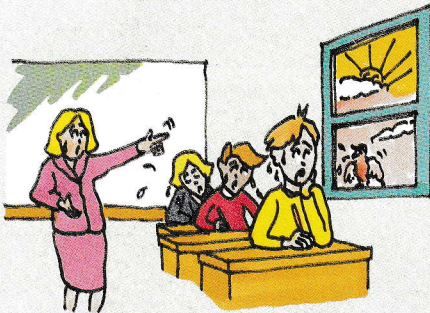
① きいて



② みて



③ かして



④ あけて



⑤ しめて

Give the instruction represented by each picture using the example as a guide.



例:

A きいて!

B きいてください。

or

Teepuを きいてください。



いいましょう 二

⊗⊗

一



おかしい

二



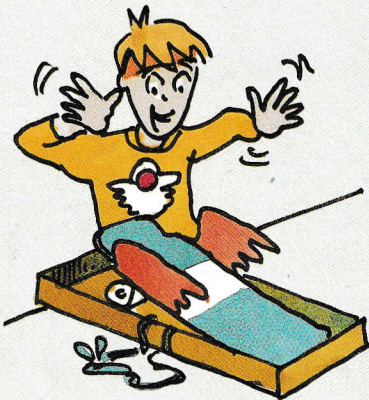
かわいい

三



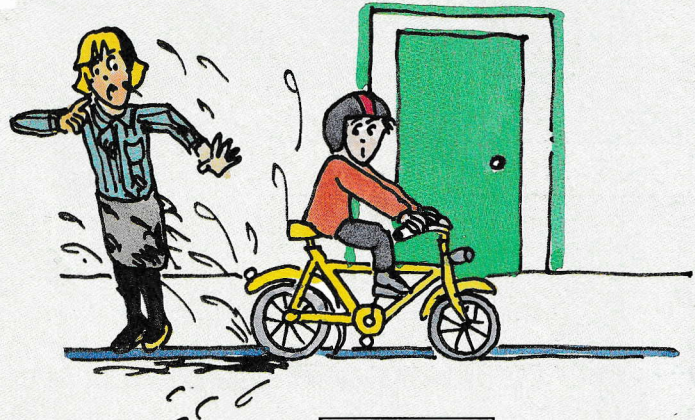
うるさい

四



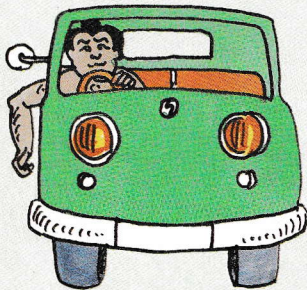
すごい

五



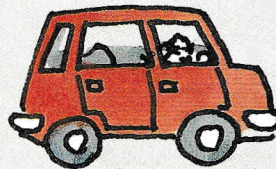
きたない

六



おおきい

七



ちいさい

Talk about the pictures using the example as a guide.



例:

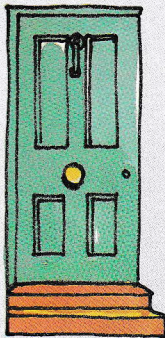
A かわいいですね。

B そうですね。

きいていみましょう



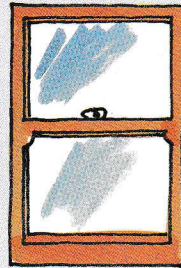
- Listen to the following sounds. Say in Japanese what you think the person was told to do. Here is an example.



一

例:

Doaをあけてください。



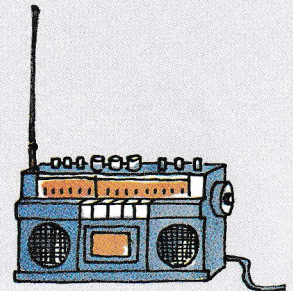
二



三

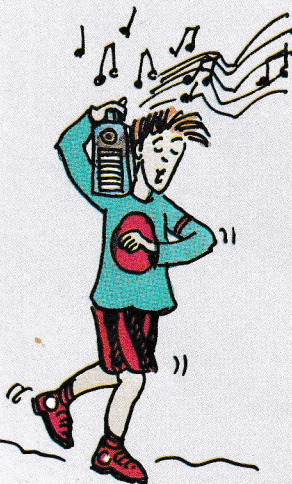


四



五

- 二 You'll hear someone comment on these sounds. Say that you agree with them in Japanese. First listen to the example.



一

例:

そうですね。



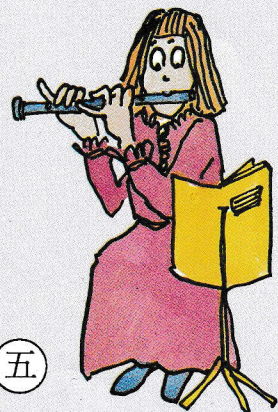
二



三



四



五

いきいきとはなしましょう

- Look through your family photograph album or some magazines and find three photographs or pictures that you can describe using two Japanese words. Now, challenge the others in the class to guess which words you thought of.

かわいいです。



ちいさいです。

二 Hose くん...

Jose's main claim to fame is that he has a game named after him called Hose くん. It is similar to *Simon says*!

You take it in turns to be the person who calls out different commands. You only obey the command if the person calling out says ください.

For example, if they say

たってください,

you all stand up. On the other hand, if they just say

たっ!

you should ignore it.

みてください!



きいてください!



たってください!



すわってください!



せいかつ

6th May

3-21, Yukinoshita 1-chome,
Kamakura-shi, Kanagawa-ken,
Japan

Hi everyone,

Sorry I haven't written earlier, but I have been really busy. I have!! Well, I didn't get here until the beginning of April and school started straight away. And once school starts you don't get much time for letter writing. We even have to go on Saturday mornings.

I am in Year 2 at a Junior High School. Classes start at 8.30 every morning, except Mondays when we have assembly in the gym. You should see the assembly. There are about 1,500 students - more, probably - and it's like this huge dark sea of people with black hair and blue uniforms. There's this red-haired boy from California at the school as well and he really stands out. I suppose I do too. The boy's name is Scott.



I'm getting used to the uniform. Just as well, I suppose, because the school is pretty strict about it. It's a sort of sailor suit with a long pleated navy blue skirt. Most of the girls are looking forward to getting to Senior High where they can wear a blazer instead of the sailor suit. You know my big sister Giselle, well that's where she goes while we are here. Even in Senior High they seem pretty strict about the length of the skirts. And no perms, no pierced ears! The girls here are really jealous of me and say that they are coming to visit me at home and the first thing they'll do is get a perm. My best friend, Eriko, says that she would get her ears pierced and after school every day she would go to a coffee shop and just sit around because the school doesn't let them do that sort of thing here.



In winter the boys wear these sort of old-fashioned army officers' jackets with polished buttons and stiff collars. I think the boys should all wear them at school back home! By the way, it's not just our school that has this uniform. The only difference in uniform from school to school is a sort of badge you clip onto it which shows which school you go to. And of course you never wear your outside shoes inside the school. You take them off at the shoe locker and put on gym shoes.



It's really hard to get used to the size of classes here. There are 47 students in mine and it's really hard to get to know all their names. You're not allowed to sit next to your friends. Everyone is in rows facing the front. You don't say much in class. The teacher sort of just gives out the information and it's up to you to try and follow what's going on. You don't have lots of discussions and stuff like we have at home.

They say the best way to get to make friends is in the after-school clubs. You see, that's another reason I haven't been able to write. It's not like you just go home at 3.15 when school finishes. Just about everyone stays at school for some sort

of club. All the club leaders have been treating me like a real celebrity, trying to get me to join them. The choir tried first but lost interest after they heard me sing. Then the newspaper club interviewed me. It's funny, they didn't ask me much about back home, they were more interested to know what I liked and didn't like about Japan - especially what Japanese foods I could or couldn't eat.

Of course, the English club tried to get me too. The president or whatever gave me this present which he didn't have to do. I said I would go and speak at their club sometimes. They think I'm fantastic at English but if I don't get 100 in every test they think there's something wrong. Sometimes I have trouble reading the instructions in the tests. We have quite a lot of tests. I went into one of the English classes and spoke to the students. I was really nervous. The teacher was really nice, but he corrected my pronunciation when I said tomato and vase the way we say those words at home. I thought that was a bit of a funny thing to do.

Anyway, I finally decided to join the けんどう club. けんどう is sort of Japanese fencing, but the best part is you get this fantastic armour with your own name written in Japanese on it. I hope I can keep it up when I get back home. It's better than じゅうどう and からて, I think. Actually, I might join another club as well because some of my friends here go to cram school two nights a week and I'm not going to do that. They tell me they have to do it or other kids will get better than them and will get into the better Senior Highs. It's just so competitive here. But it must be a bit boring having to go to school at night as well and



sit in another big class. At least Japanese kids don't get all that much homework. Anyway, I thought I might join the calligraphy club and learn to do that beautiful Japanese writing with a brush.



So you can see I've been really busy. Wait, I nearly forgot about school cleaning duty. Everyone has to clean the school every day. I have to help in the gym and we don't get mops or anything, just a bit of cloth and we have to bend over and run along wiping the floor. And you should see the old-fashioned brooms the outside cleaners get. The kids in the photo cleaning up the streets have volunteered to do extra cleaning! I thought Japan had a machine for every job! Sometimes you have to yell at a couple of the kids to make sure they do their share and don't go off shooting baskets or something. And you should see the gym. It's unbelievable. It's huge and it's got just about every bit of equipment you could imagine. That's where I do けんどう. It's always being used for basketball or table tennis or something. Even in the holidays. So is the pool.

I've got to go now. My host family is taking me to meet some more of their friends. They're really nice, but they keep offering me food and they sort of worry about you if you don't keep eating. And if you do, they just keep bringing you more food. You should see how fat I'm getting. I think I'd better join the jogging club at school.

Please write soon and tell me all your news.

Lots of love,

Simone

たんご

Expressions

- あれ!? — look! heavens above!
 いい おてんき ですね — it's a nice day today, isn't it?
 いってきます — goodbye (used by the person leaving)
 - いってらっしゃい — goodbye (used by the person remaining) —
 ええ — yes, yeah
 おやおや! — oh dear!
 そう ですね — that's right, I agree
 へええ! — huh!

New words

- おかあさん — mother, Mum
 おとうさん — father, Dad
 おばあさん — old lady, madam
 ください — please
 kooto — coat
 sukeeto-boodo — skateboard
 ...ね — expressing agreement
 (e.g. ...isn't it, etc.)

Adjectives

- うるさい — noisy, annoying, loud
 おおきい — big
 おかしい — funny
 かわいい — cute, sweet
 きたない — dirty, untidy
 すごい — great, fantastic
 ちいさい — small

がんばれ!

Looking for similarities and differences in ひらがな

Do you remember when every ひらがな symbol looked the same, a lot of squiggles and curves that did not mean anything?

Now you have made the effort to learn them, you are probably finding that each symbol is gradually taking on its own identity and it is hard to imagine that you ever felt like that. おめでとう!

However, learning ひらがな does not stop just because you have completed the ひらがな — unit. To completely master ひらがな you need to continually use it, both in reading and writing.

You may find that you always get some mixed up. Some ひらがな look so much alike that it is easy to get them confused.

For example, い and り are very similar in that they are both made up of two vertical strokes.

The main difference between them is that い has a long left stroke, while り has a long right stroke. If you learn similar symbols together and focus on the difference between them, it makes them easier to remember.

Here are some more pairs and groups of symbols that are easy to confuse.

- さ and き
 ろ and る
 ぬ, ね, め, わ and れ
 さ and ち
 に and た
 い and こ
 ち and ら
 は and ほ

What makes them similar? How are they different?

日本語 *nooto*

一 Asking people to do things

- a) すわって! Sit down!
きいて! Listen!
みて! Look!

As a student of Japanese, it is important that you understand these and other instructions given to you by your Japanese teacher in class. Study the above examples. Do they have anything in common? If so, what is it?

- b) Now, look closely at the following examples.

すわってください。 Sit down, please.
きってください。 Listen, please.
みてください。 Look, please.

In all of these examples *ください* means *please*. As in English, you can sometimes leave off *ください*. For example, if you are getting exasperated that someone is not listening to you, you might say *きいて!*

However, in some circumstances this can sound rude, so as a general rule it is better to always say *ください*.

- c) かしてください。
Lend it to me, please.
*Kooto*を かしてください。
Lend me the coat, please.
しめてください。
Close it, please.
*Doa*を しめてください。
Close the door, please.

The second sentence in each of these pairs is more specific than the first. You are saying exactly *what* you want to borrow and *what* you want to be closed. These are the objects of the instruction. The *object* is always followed by *を*. Here are some more examples.

*Teepu*を きいて ください。
Listen to the tape, please.
みなさん、こくばんを みてください。
Look at the blackboard, everyone.

二 Agreeing

When you make a comment that you think the other person will agree with, you add *ね* to the end of the sentence. It is like saying *isn't it?*

- e.g. *かわいい* ですね。
It's cute, isn't it?
いい おてんき ですね。
It's a nice day, isn't it?

When you want to show that you agree with something that someone has said, you say *そうですね* (that's right, I agree).

三 Asking people how they are

In Japanese it is not as common as it is in English to ask someone, *how are you?* as a way of starting a conversation. It is more usual to make a comment about the weather.

- e.g. *いい おてんき* ですね。
It's a nice day, isn't it?

おめでとう

Now you can do all of the following things in Japanese.

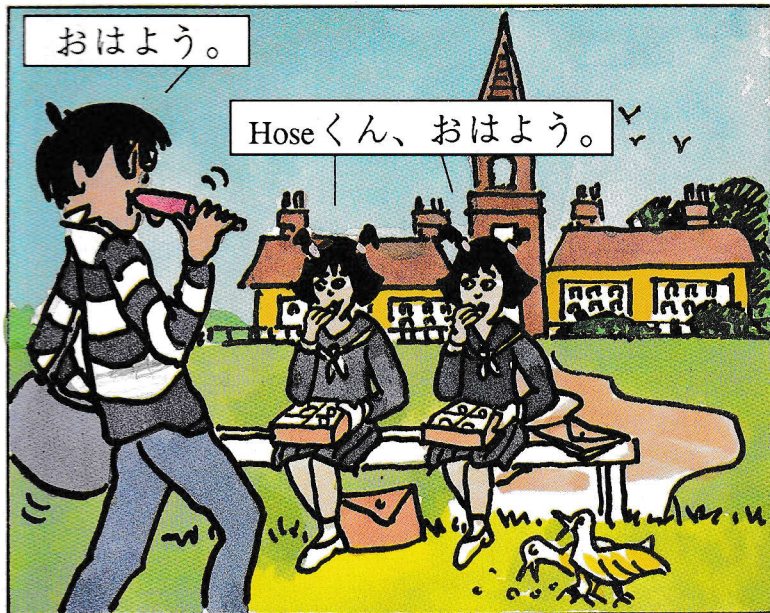
- understand and give some of the instructions likely to be given in your Japanese classes
- describe things and people
- agree with people when they make comments

おおきい ですね。

そうですね。

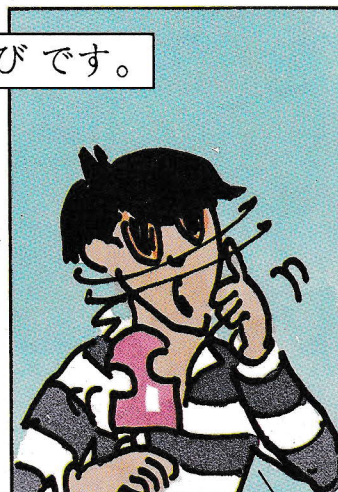
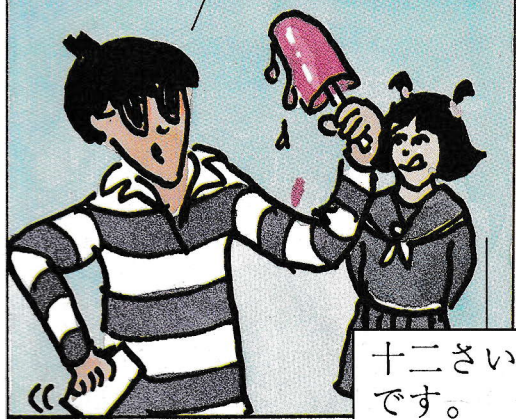


きもの4・たんじょうび おめでとう!



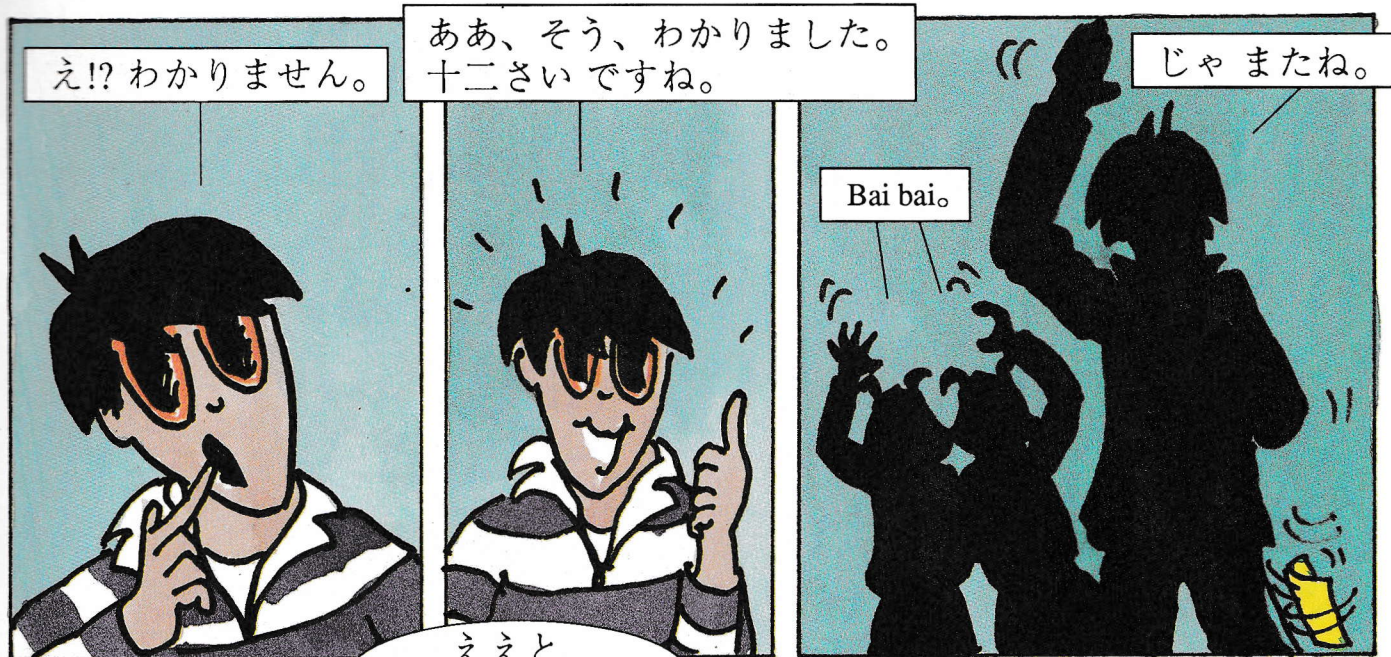
ありがとうございます。なんさいですか。

たんじょうびおめでとう。



ほんとう? ゆうこさんはなんさいですか。



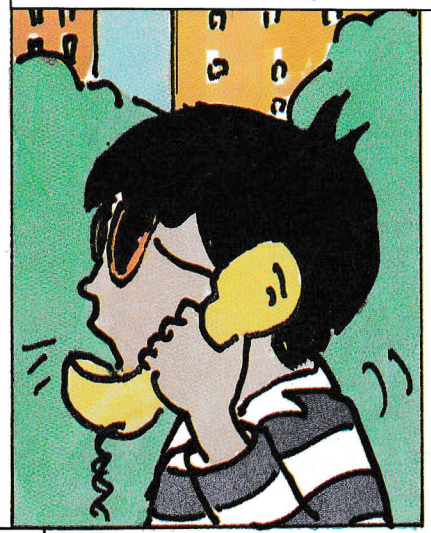




すみません...
じゅうしょは？

High Streetの 二十四 ばん。

えっ、なに？ High Streetの
なんばん ですか。



二十四ばん です。

わかりました。
じゃあとで。

じゃあね。



いいましょうー



たんじょうびはいつですか

一がつ (一月)

日	月	火	水	木	金	土
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

二がつ (二月)

日	月	火	水	木	金	土
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			



三がつ (三月)

日	月	火	水	木	金	土
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

四がつ (四月)

日	月	火	水	木	金	土
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



五がつ (五月)

日	月	火	水	木	金	土
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

六がつ (六月)

日	月	火	水	木	金	土
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



七がつ (七月)

日	月	火	水	木	金	土
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



八がつ (八月)

日	月	火	水	木	金	土
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

九がつ (九月)

日	月	火	水	木	金	土
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29



十がつ (十月)

日	月	火	水	木	金	土
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

十一がつ (十一月)

日	月	火	水	木	金	土
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

十二がつ (十二月)

日	月	火	水	木	金	土
31						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



Talk about when each character's birthday is using the examples as a guide.



例:

A Hoseくんのたんじょうびはいつですか。

B 二がつです。



例:

A 二がつです。

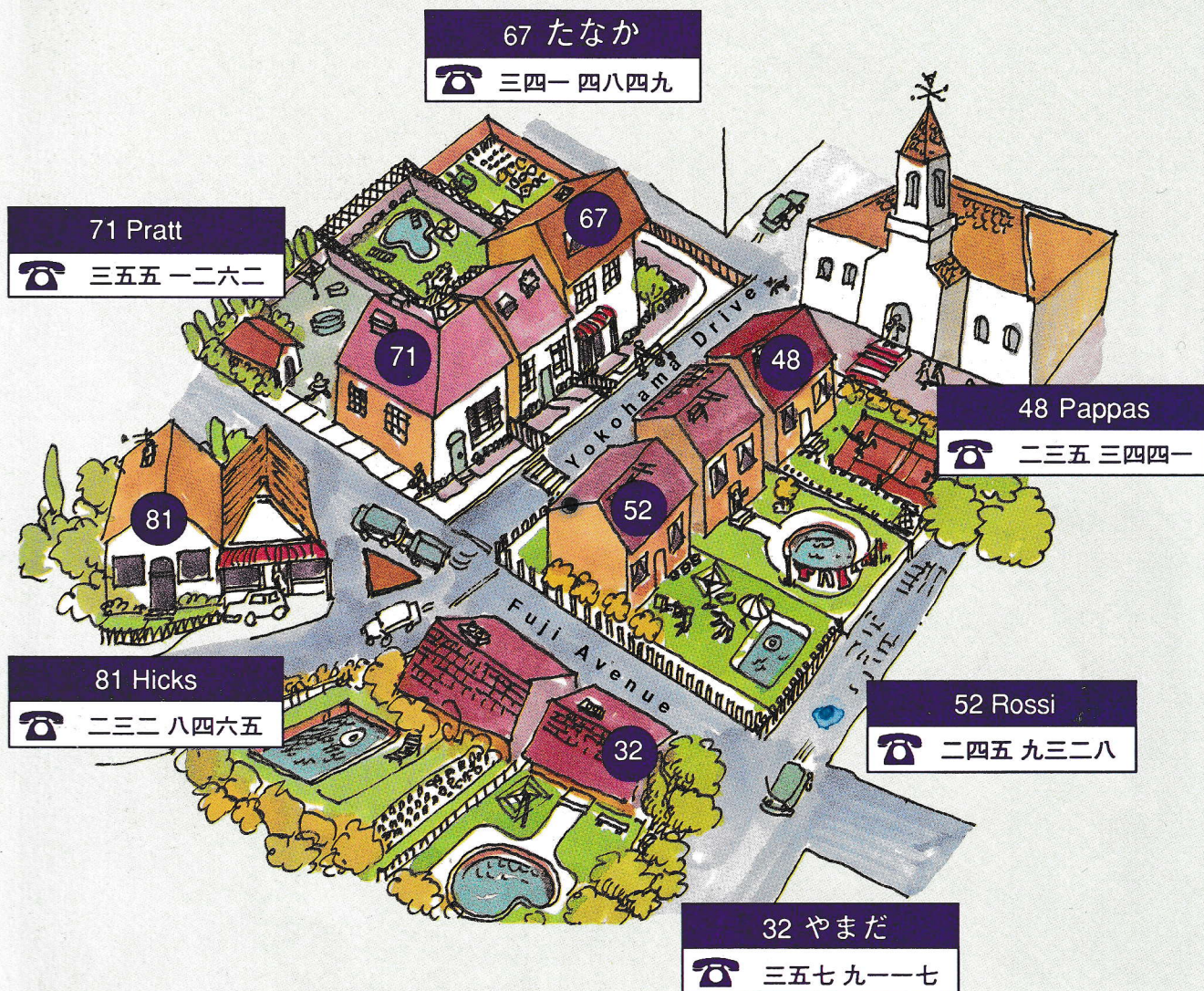
B Hoseくんのたんじょうびです。

きょうは
わたしの
たんじょうび
です。



たんじょうびおめでとう!

いいましょう 二



Talk about the picture using the examples as a guide.

例:

A たなかさんの じゅうしょは?

B Yokohama Drive の六十七 ばん です。

例:

A たなかさんの でんわ ばんごうは なんばん ですか。

B 三四一 の 四八四九 です。

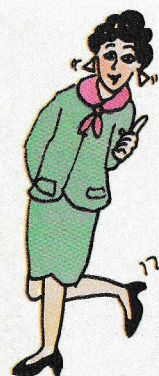
いいましょう 三



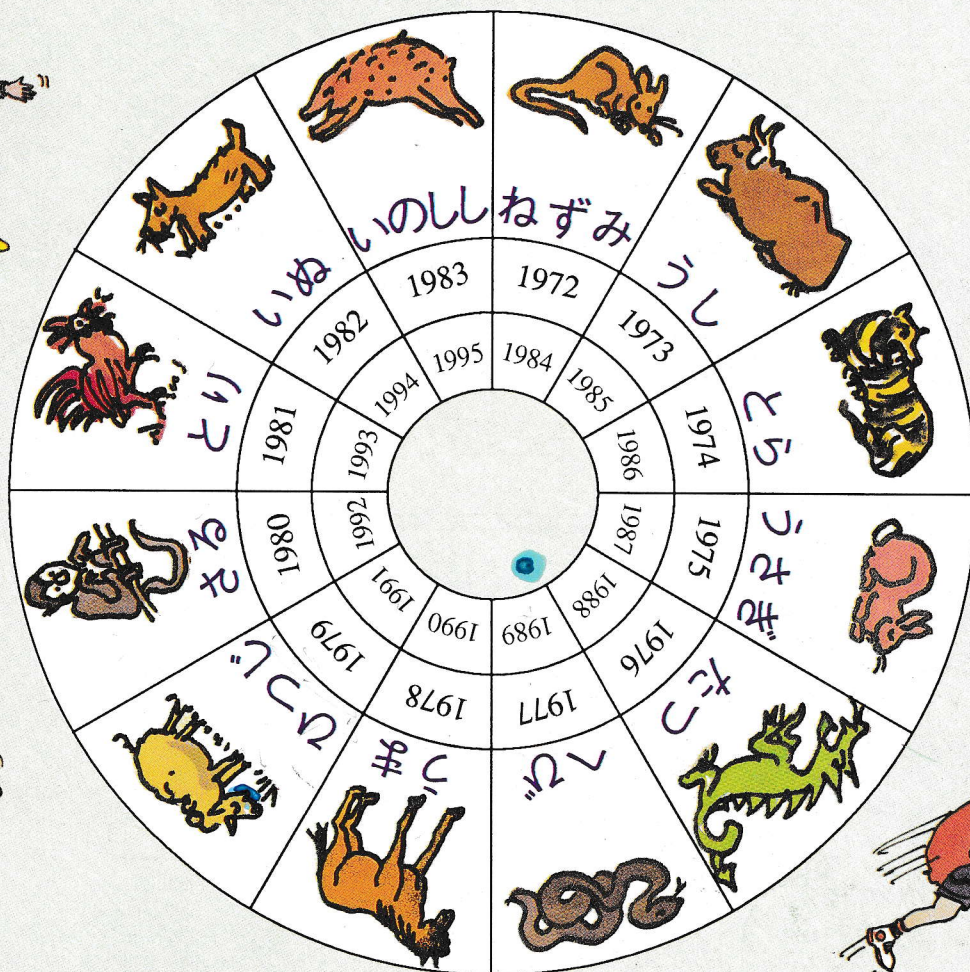
なにどしですか



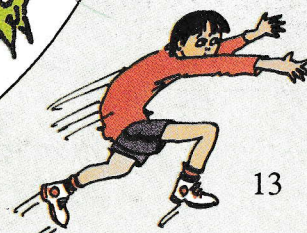
13



35



14



13

Talk about the じゅうにし using the examples as a guide.



例:

A はなさんはなんさいですか。
B 十二さいです。



12

12



例:

A Jianguくんはなにどしですか。
B さるどしです。



例:

A Amandaさんは?
B さるどしです。



12

ともだちと

Make up a conversation with a partner. You have to decide who is A and who is B.

わたしは A です。



ぼくは B です。



A	おはよう。
---	-------

B	おはよう。
---	-------

A	おなまえは?
---	--------

B	みちこ としお たろう	です。	おなまえは?
---	-------------------	-----	--------

A	あきお みちこ はなこ	です。	なんさいですか。
---	-------------------	-----	----------

B	十三 十一 十二	さいです。	あきおくん みちこさん はなこさん	は?
---	----------------	-------	-------------------------	----

A	わたしも わたしは ぼくも ぼくは	十三 十一 十二	さいです。
---	----------------------------	----------------	-------

B	ああ、そう。たんじょうびはいつですか。
---	---------------------

A	四がつ 八がつ 十一がつ	です。
---	--------------------	-----

B	ああ、そう。なにどしですか。
---	----------------

A	とらどし うさぎどし いぬどし	です。
---	-----------------------	-----

いきいきと はなしましょう

- Divide into small groups of say, five students. You have to find out the age, birthday and *じゅうにし* animal of each member of the group. Take it in turns to ask each other the questions in Japanese. As each person is interviewed record the details in a grid like the one below.

When each group has finished, combine the information for the whole class and work out what percentage of the class...

- is the same age now
- will be the same age at the end of the year
- is the same animal according to the *じゅうにし*

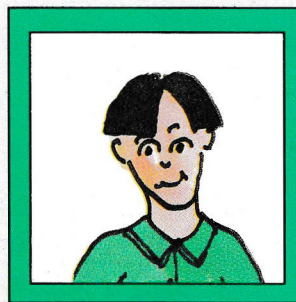
例:

なまえ	ねんれい	たんじょうび	なにどし
Catherine	十三さい(13)	八がつ(August)	へび(snake)

- 二 Two exchange students from Japan are coming to visit your school. You have their photos and some of the information they sent from Japan, including the address and telephone number of where they will be staying here. Your friend has the rest of the information on page 48. You both have to find out the information you are missing by asking each other the right questions in Japanese.



なまえ: やまだ えりこ
 ねんれい: 13
 じゅうしょ:
 でんわ ばんごう: 481 5792

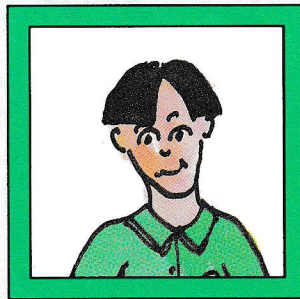


なまえ: すずき あきお
 ねんれい:
 じゅうしょ: 57 Stokes Avenue
 でんわ ばんごう:





なまえ: やまだ えりこ
 ねんれい: 39
 じゅうしょ: 39 Kensington
 Road
 でんわばんごう:



なまえ: すずき あきお
 ねんれい: 12
 じゅうしょ:
 でんわばんごう: 586 2194

たんご

New words

いつ	— when?	paatii	— party
きょう	— today	bai bai	— bye bye
じゅうしょ	— address	ひ	— day
たんじょうび	— birthday	ぼくの	— my (men and boys only)
でんわばんごう	— telephone number	ぼくも	— me too (men and boys only)
なにどし	— what sign where you born under?	もしもし	— hello (on the telephone)
なんばん	— what number?	わたしの	— my
		わたしも	— me too

Expressions

ああ、そう	— ah, I see
ええと	— well then, let's see
えっ、なに?	— what?
さあ	— um..(I don't know)
じゃあとで	— see you in a little while!
じゃあね	— see you!
たんじょうびおめでとう!	— happy birthday!
ほんとう	— really?
わかりました	— I understand
わかりません	— I don't understand



うた

はなこさんの まきばで

はなこさんの まきばで

li ai, ii ai, oo

おや ないてるのは いぬ

li ai, ii ai, oo

あら wan wan wan, ほら wan wan wan
あっちも、こっちも、どこでも wan wan

はなこさんの まきばで

li ai, ii ai, oo

(In each remaining verse, substitute the following words for the words in blue.)

Verse 2

うま

hi hi-n, hi hi-n, hi hi-n

Verse 3

とり

chi, chi, chi

Verse 4

うし

mo-, mo-, mo-

Verse 5

ねこ

nyaa-o, nyaa-o, nyaa-o

Verse 6

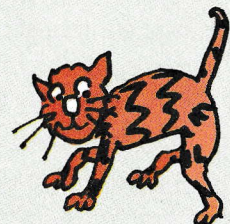
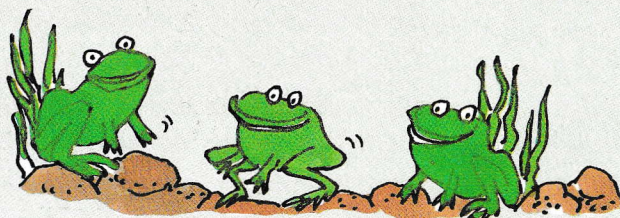
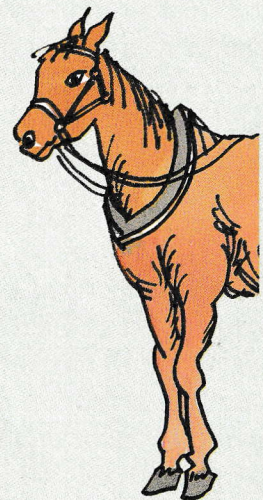
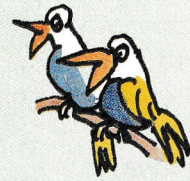
あひる

gaa, gaa, gaa

Verse 7

かえる

kerō, kerō, kerō



せいかつ

3-21, Yukinoshita 1-chome,
Kamakura-shi, Kanagawa-ken,
Japan

20th May

Hi everyone,

Well, I haven't told you much about the Tanakas yet. They're the people I'm staying with, and they're really nice. They are really polite and they treat me really well, being a visitor. Like I always get served second, after Mr Tanaka, that's if he's home, and I also get second bath.

Well, you see, Japanese houses have these deep baths and you don't get into them until you've washed and rinsed yourself really properly. You do that at a sort of special tiled area near the bath. You sit on a special stool and use a sort of bucket. Mrs Tanaka has been looking at brochures with hand held showers in them so they might be going to change over from the bucket system. The bath is full of this really hot water and you just sit there and relax.

The first time I had a bath I thought I'd do the right thing and when I had finished I let the water out. While all this hot water was going down the plug I could hear the other people in the family saying my name and sounding a bit upset. When I got out no one said anything but a bit later the little girl, Haruko, came up and told me that I had ruined everything because everyone was waiting to use the same water. How embarrassing! Anyway, I'm used to it now and sometimes Haruko comes and jumps in the bath with me and just talks away in this fantastic Japanese.

Little kids are really brilliant in Japan. You should see them speak the language. Haruko is only four and she speaks it so well and she can't understand why I find it so hard. Sometimes when I say things she just giggles. And then she expects me to read her bedtime stories for her and I can only read little bits. She is learning ひらがな herself. Her mum puts new characters on the fridge door every day. It helps me as well. It's a bit like the way our teacher puts things up in the classroom back home.



This is Haruko and some of her friends. She's the one at the end.

Haruko is really cute but she's really bossy. Like when I used to forget to take off my outside shoes at the entrance she would always tell me. And you should see the way she dresses. Her mother always buys this really expensive gear for her. I've never seen her in anything that doesn't have a designer label. Japanese parents seem to spend heaps on their kids. I've already written to tell Mum and Dad about this.

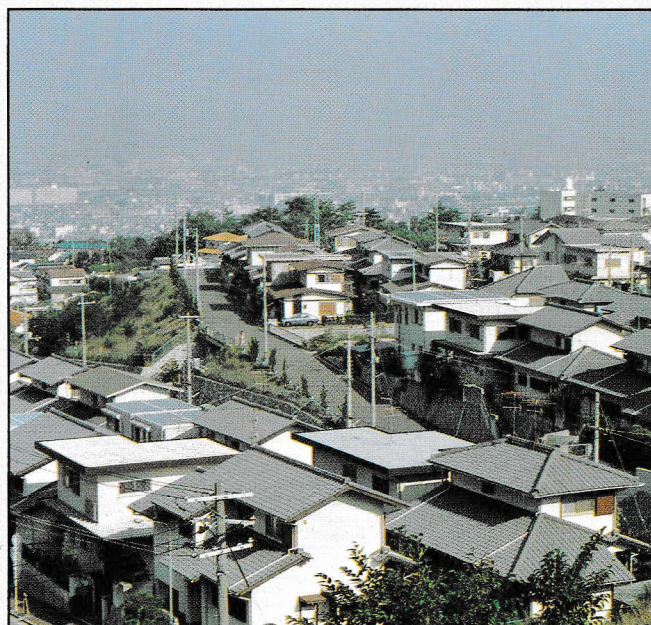


The Tanakas have just moved into this house which is actually built on Mr Tanaka's parents' land. The parents' house is the traditional Japanese style with たたみ mats on the floor and rice

paper sliding screens. Sometimes we eat there and we have to sort of kneel at this very low table. You get used to it.



The Tanaka's new house is two storeys, like most Japanese houses, and it's really nice. It's really modern and Mrs Tanaka keeps it so clean. Even though she's got a part-time job she cleans every bit of the house every day. It's not all that much different from our houses, really - although I've already told you about the bathroom. They seem to have every electrical gadget ever invented. They even have an electric ear cleaner! It really tickles.



I took this photo near our house. My friend Eriko lives in this street.

There is one room in the house which is kept as the traditional Japanese room. It's called the たたみ room. It has たたみ mats on the floor and this is where Mrs Tanaka and her friends do いけばな - that's Japanese for flower arranging - on Wednesday afternoons. That's Mrs Tanaka's job, teaching flower arranging. Mostly she has to go to a school to teach it.

The thing is that the たたみ room is also my bedroom. The Tanakas want me to have a real Japanese experience so I sleep on the traditional Japanese ふとん which is like these layers of mattress on the floor. You have a doona too, of course. And a blanket if you want. It's really comfortable. The thing about the ふとん is that you have to fold it and put it away in the built in cupboard every morning and then you're supposed to clean the room up too. One morning I slept in a bit and didn't sort of get around to doing it. Of course, as soon as I got home Haruko came up and told me that her mother had had to fold up my ふとん and clean my room because I didn't do it. How embarrassing! Anyway, it's all right for her, she sleeps in an ordinary bed and just has to straighten out the doona. I bet she doesn't even do that. Mrs Tanaka does everything.

Well, I'd better go now. First I have to go and walk home with Haruko from piano lessons. She goes twice a week and she's really good. Then we're having a birthday party for Haruko's brother. A couple of friends of his are coming around but I bet they'll probably just stay outside and play 'kyatchibooru' in the street. That's all they ever do, just throw a baseball to each other. They're fanatical about the game. I got him a baseball cap with 'Excellent park champion' written on it. It sounds a bit weird to me but they all had something like that on them. Hope he likes it.

Bai bai for now now.

Lots of love,

Simone

P.S. That boy Scott I mentioned before is really nice.

日本語 nooto

一 More on numbers

Once you know the numbers up to ten you do not have to learn many more new ones. All of the numbers up to one hundred are a combination of the first ten numbers.

e.g.

十一	11	じゅういち
二十	20	にじゅう
二十四	24	にじゅうよん
四十	40	よんじゅう
六十八	68	ろくじゅうはち
八十	80	はちじゅう
九十一	91	きゅうじゅういち
百	100	ひゃく

二 What about you?

Amandaさんはなんさいですか。
How old are you Amanda?

十三さいです。Jianguくんは?
I'm thirteen. What about you? (literally, what about Jiang?)

In a conversation, instead of repeating the same question that you have just been asked, you can just say the name of the person to whom you are talking, plus は and put a questioning tone in your voice.

三 の

To say *my*, *your*, *his* or *her* in Japanese, you add の to わたし or the person's name.

e.g. きょうはわたしのたんじょうびです。

Today is my birthday.

はなこさんのいぬですか。

Is that Hanako's dog? / Is that your dog, Hanako?

の is also used between words that are connected or belong to one another. In these cases, it is useful to think of の as meaning *of*.

e.g. Paatii のひ。

The day of the party.

High Street の なんばん ですか。

What number High Street? (the number of High Street)

Another use of の is in telephone numbers. When you tell someone your telephone number, you

usually break it up with a の after the first three numbers.

e.g. 四一八の六七一三 418 6713

四 Can you repeat that please?

If you do not hear what someone says and want them to repeat it, you can simply say, えっ、なに? However, you need to be careful about when you use this expression. It is all right to use it with friends your own age, but it can sound very rude if you use it with someone who is older than you. In this case, you should say, えっ、なんですか。

五 Months

There are no special words for the months in Japanese. They are called by their number plus がつ (月) meaning *month*.

e.g.

January	一が	つ
April	四が	つ (しが
June	六が	つ
July	七が	つ (しちが
September	九が	つ (くが

Notice that 四が, 七が and 九が must be pronounced as shown in the brackets.

六 More on age

Now that you know the numbers up to 100, you can say the age of most people in Japanese: just add the number to さい.

A full list of the numbers plus さい is given in the appendix on page 106.

Notice that the numbers 1, 8 and 10 are pronounced slightly differently when they are combined with さい. However, there is no difference in the way they are written in *kanji*. This pattern is repeated when you want to say 11, 18, 21, 28, 30 etc years old.

e.g. 十一さい is pronounced じゅういっさい

The word for 20 years old does not follow the same pattern. It is はたち. The reason for this is that 20 is an important age in Japan. It is the age when young people become eligible to vote in government elections.

がんばれ!

Looking for 'constants'

Some long sentences can look and sound like one continuous jumble of symbols and sounds.

e.g. はなさんの でんわ ばんごうは
なんばんですか。

However, if you can pick out the elements that come up all the time, then long sentences like this one become more manageable.

So what are the elements that come up all of the time? To find out, let's look at some examples of different questions you have seen in this unit.

e.g. Hoseくんはどこですか。
たんじょうびはいつですか。
ゆうこさんはなんさいですか。

All of these questions look quite different, but if you look closely you will see that they do have some things which are the same.

In all of them you start off with what or whom you are asking about and add は.

Then you put the question word, for example, どこ, and you finish off with ですか.

は, the 'question word' and ですか are the 'constants' in these questions.

Not only does picking out the 'constants' make long and unfamiliar sentences manageable, it also helps you make up your own. You use the 'constants' as your base, and build around them.

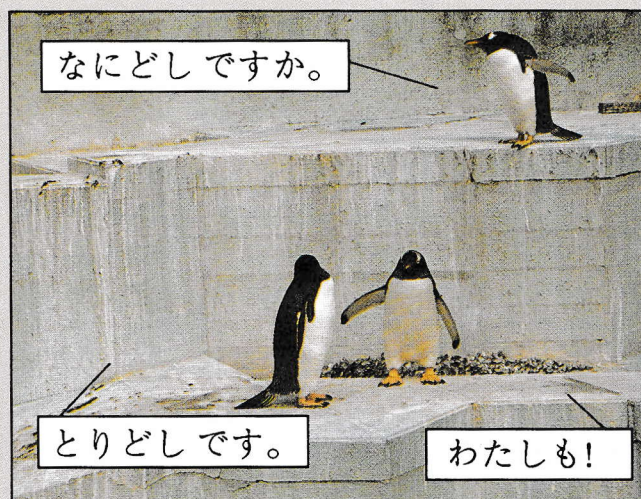
e.g. えんぴつはどこですか。

Where's the pencil?

Paatiiはいつですか。

When's the party?

Try and make up some more questions like these by using other words instead of えんぴつ and paatii, and どこ and いつ.



おめでとう!

Now you can do all the following things in Japanese.

- give more personal information
 - where you live
 - your telephone number
 - your 'year' sign according to the animal zodiac
 - when your birthday is (the month)
- find out all the above things about other people
- say that you do or don't understand what someone says
- ask someone to repeat something they have said
- count to 100, and read the *kanji* for these numbers



ひらがな 二

You studied all of the basic symbols on the ひらがな chart, in the first ひらがな unit. In this unit you are going to learn about combining some of these symbols to make new sounds.

Little や, ゆ, よ

This chart shows what happens when you combine the sound in the left-hand column with the sounds across the top. When you say them together quickly, you get one sound.

	や	ゆ	よ
き	きや	きゆ	きよ
ぎ	ぎや	ぎゆ	ぎよ
し	しや	しゆ	しよ
じ	じや	じゆ	じよ
ち	ちや	ちゆ	ちよ
に	にや	にゆ	によ
ひ	ひや	ひゆ	ひよ
び	びや	びゆ	びよ
ぴ	ぴや	ぴゆ	ぴよ
み	みや	みゆ	みよ
り	りや	りゆ	りよ

Making double vowel sounds

If you say Japanese words slowly out loud you can hear that they are made up of a number of 'beats' - one for each syllable. To pronounce Japanese correctly each 'beat' must be the same length. Try tapping out these words with your finger and count how many 'beats' each one has. Remember that each ひらがな represents one syllable.

こんにちは
せんせい
きたない

You need to be particularly careful about doing this when you come to saying words which have double vowel sounds. It is easy for us to gloss over these as we don't pronounce double vowel sounds in English.

However, in Japanese you have to make a special effort to pronounce the extra vowel sound as a separate 'beat'. If you don't, apart from the fact that it is bad pronunciation, you could be saying something completely different to what you want to say. Look at the following pairs of words.

おばさん (aunt)	おばあさん (grandmother, old lady)
とり (bird)	とおり (street)

Now practise saying these words out loud.

おはよう
さようなら
おとうさん
かようび

All of these words have a double お sound. When you say these words, you pronounce the う as an お. Most words containing double お sounds are written like this, however not all.

Here are two words that you have seen so far that double the お sound with another お.

おおきい
おおさか

Little つ

a) Do you recognise this symbol - つ? You have seen it in these words, いつ (when), ひつじ (sheep) and がつ (month). You have also seen a smaller version of it in words like these,

たって
すわって
いって

When it occurs in a smaller version like this it is not pronounced as つ, it doubles the sound of the consonant that follows.

b) あっ!
えっ!?

This is like having two exclamation marks. Both these words or sounds show surprise, and the little つ makes the あ and え sounds shorter and more abrupt.

Writing

In ひらがな — we talked about the importance of balance and space when writing individual ひらがな symbols. When you come to writing words, then the size of the symbols and the space between them is also important.

Except for the little つ, や, ゆ and よ, all of the symbols should be roughly the same size and evenly spaced. When you are just starting to learn to write it is easier to achieve this by writing in squares like you do in your *Workbook*. No matter the size, each symbol takes up one square.

あ	り	が	と	う			
き	い	て					
お	お	き	い				

Little つ, や, ゆ and よ

Notice how these smaller symbols are written in the examples below. Like the normal sized symbols, they are each entitled to a whole square. When you are writing horizontally, they go in the lower left-hand corner of the square. If you are writing vertically, then you write them in the upper right-hand corner of the square.

き	よ	う					
じゃ							
じゅ	う	し	よ				
い	っ	て	ら	っ	し	ゃ	い
た	ん	じ	ょ	う	び		

き	じ	じ	い	た
よ	や	ゆ	っ	ん
う		う	て	じ
		し	ら	よ
		よ	っ	う
			し	び
			や	
			い	

Punctuation

You will have noticed in the cartoon stories that the full stop and commas in Japanese are different from ours. The full stop is called まる and is written as a tiny circle like this, 。 and the comma is known as てん and looks like this, 、

The まる and the てん also take up a whole square.

あ	あ	、	わ	か	り	ま	し	た	。
な	ん	さ	い	で	す	か	。		

Notice that you do not need to use question marks in Japanese. The か is like a question mark.

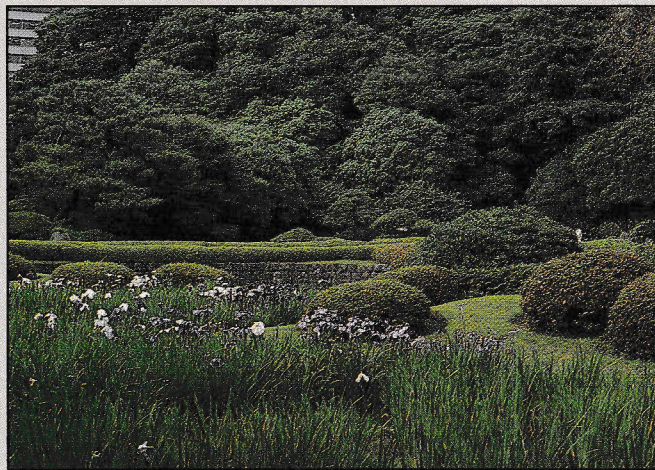
When a question does not end in か, then you can put a question mark.

e.g. おなまえは? or おなまえは。

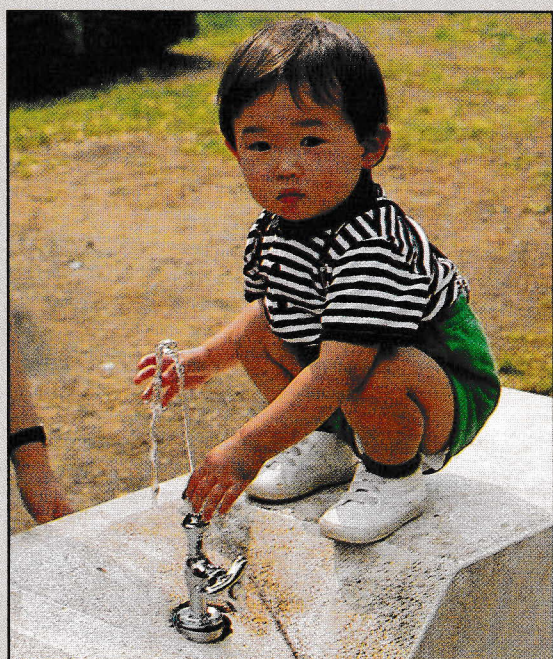
よみましょう!



ちょうちん



こうえん



あかちゃん

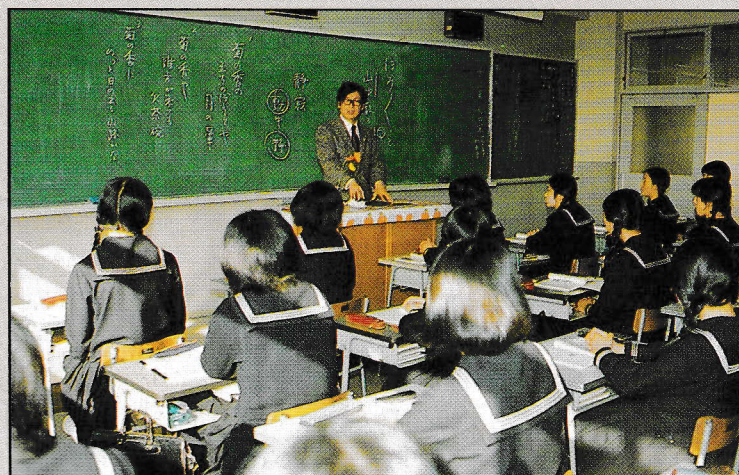


わたし

おにいさん

おねえさん

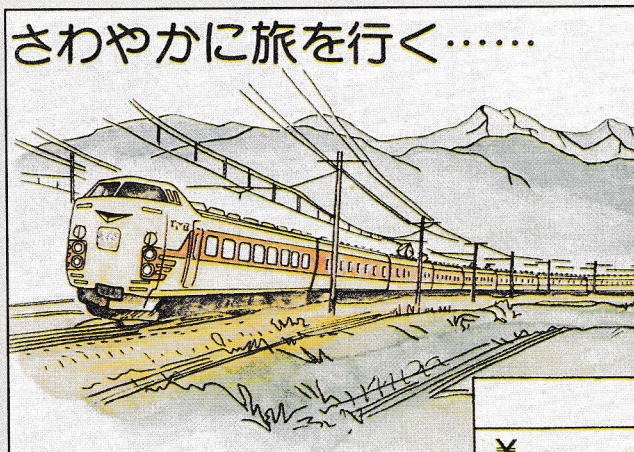
きょうだい



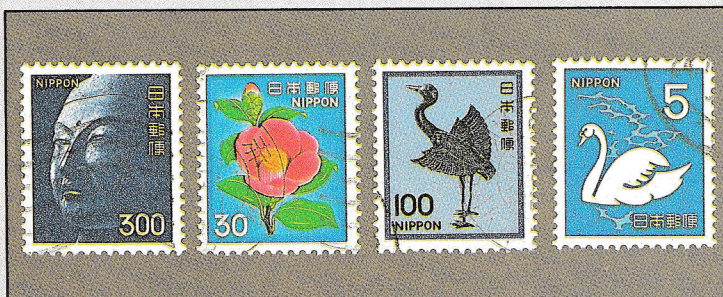
がっこう



ざっし



きっぷ



きって

十

じゅう(十)

とおり

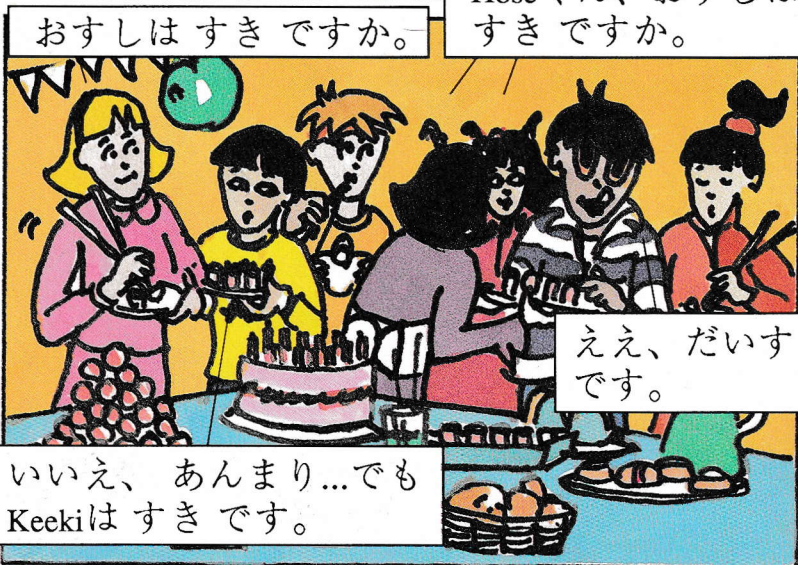
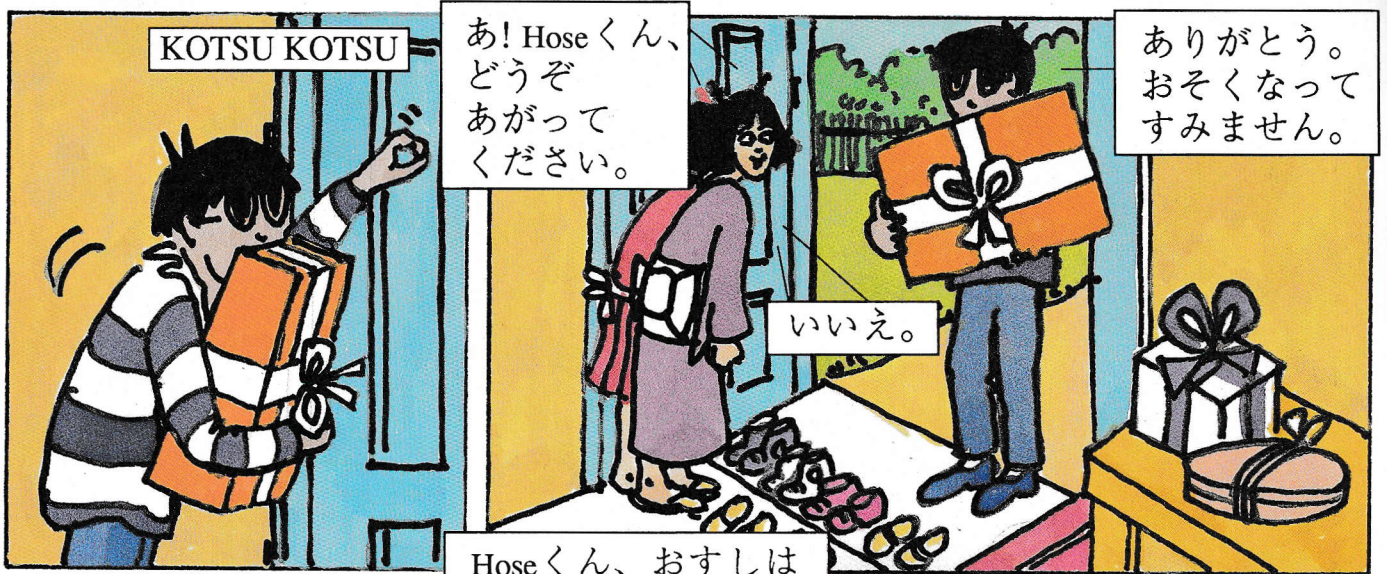


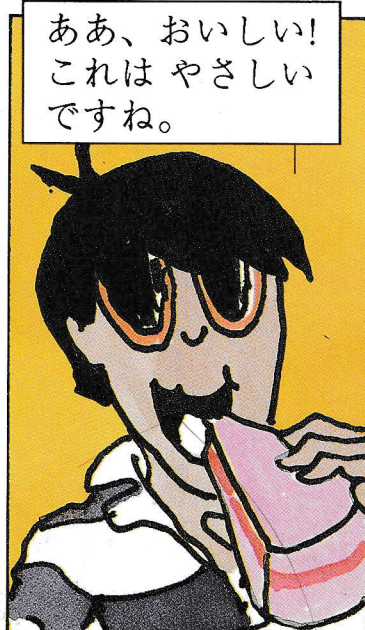
ひこうき



にんぎょう

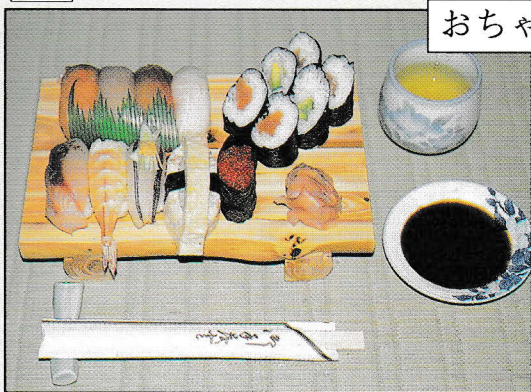
きもの5 ■ ああ、おいしい!





いいましようー

⊗⊗



おちゃ

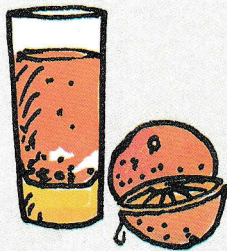
おすし



aisukuriimu



てんぷら



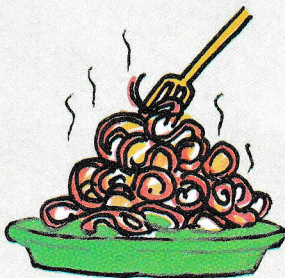
orenji juusu



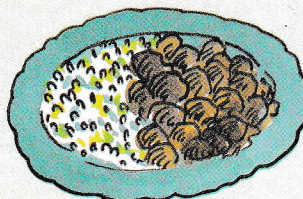
おかし



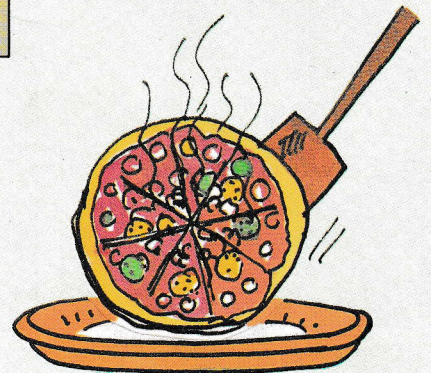
hotto doggu



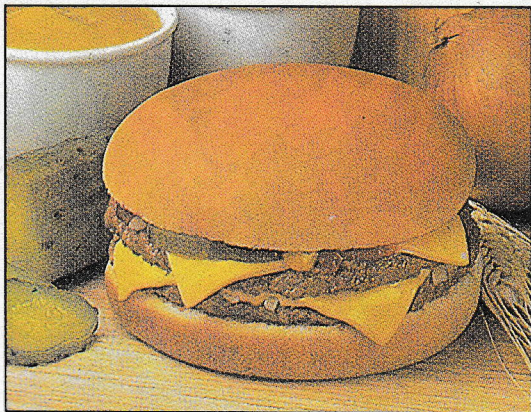
supagetti



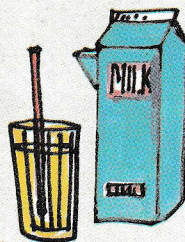
karee raisu



piza



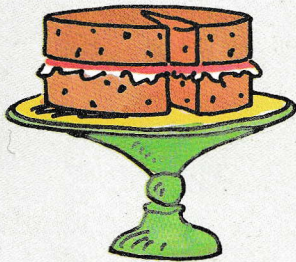
hanbaagaa



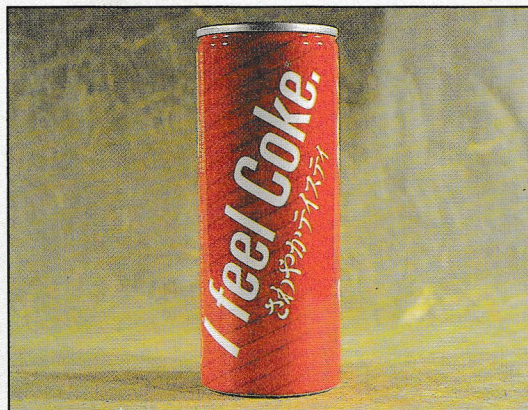
miruku



やきそば



keeki



koora



koohii

Talk about the pictures and the photographs using these examples as a guide.

例:



A Hotto dogguは すき ですか。

B ええ、すき です。

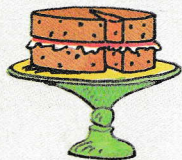
or

ええ、だいすき です。

or

いいえ、あんまり...

例:



A Keekiは おいしい ですね。

B ええ、そう ですね。

or

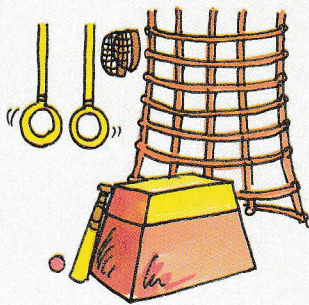
いいえ、まずい です。

やきそばは すき ですか。

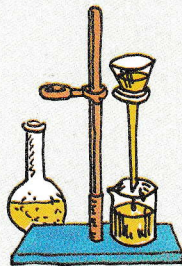
はい、だいすき です。



い い ま し ょ う 二



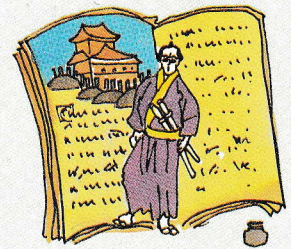
たいいく



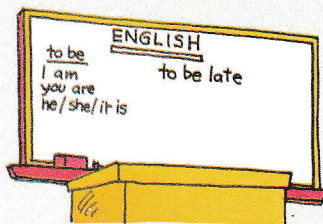
かがく



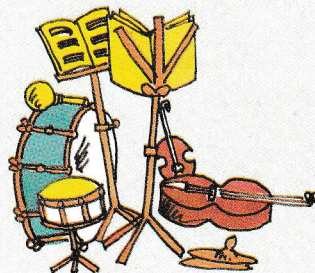
しゃかい



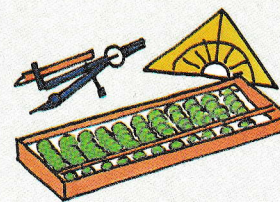
れきし



えいご



おんがく



すうがく

あ い う え お

日本語

Talk about your school subjects using the examples as a guide.

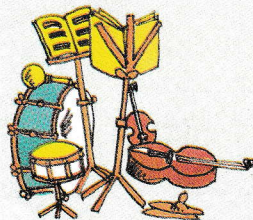
例:

A おんがくは すき ですか。

B ええ、すき です。

or

いいえ、あんまり...



例:

A 日本語は やさしい ですね。

B ええ、そう ですね。

or

いいえ、むずかしい です。

あ い う え お

ともだちと

Make up a conversation with a partner. You have to decide who is A and who is B.

Kotsu kotsu

A	ああ、	けいいちくん。 さきこさん。 としおくん。 さちえさん。	どうぞあがってください。
---	-----	---------------------------------------	--------------

B	たんじょうび おめでとう! Purezentoです。どうぞ。
---	--------------------------------

A	ありがとう。なんですか。	あっ、	ふでばこ sukeeto boodo おかし ほん	ですね。ありがとう。
---	--------------	-----	------------------------------------	------------

B	いいえ。
---	------

A	おすし Karee raisu てんぷら おちゃ	は	すき ですか。
---	-----------------------------------	---	---------

B	いいえ、あんまり...
---	-------------

A	じゃ、	keeki aisukuriimu supagetti miruku	は?
---	-----	---	----

B	はい、だいすき です。
---	-------------

A	Keeki Aisukuriimu Supagetti Miruku	です。どうぞ。
---	---	---------

B	ありがとう。	Keeki Aisukuriimu Supagetti Miruku	は	おいしい ですね。
---	--------	---	---	-----------

いきいきとはなしましょう

- You're having a birthday party this weekend and your mother said that you can have three different types of food and two drinks. You have to decide which ones you will have.

Choose five foods and three drinks that you think your friends might like to have. Then ask three of your friends in Japanese whether or not they like each one. Record their preferences on a table like the one below.

例:

たべもの/のみもの	ただしくん	Tinaさん	まちこさん	total
hotto doggu	はい	いいえ	はい	2
aisukurimu	はい	はい	はい	3
piza	はい	いいえ	いいえ	1
supagetti	はい	はい	はい	3
おすし	はい	はい	はい	3
おちゃ	いいえ	はい	いいえ	1
miruku	いいえ	はい	はい	2
koora	はい	いいえ	はい	2

After you have tallied the results, decide the three foods and two drinks you will have at your party.

- 二 Conduct a survey among members of your class to find out which school subjects are most popular.

First of all, you need to decide on which subjects you are going to include in your survey, and draw up a survey sheet like this one.

例:

	1	2	3	4	5	6	7	8	9	10	total
えいご											
かがく											

Then take a sample of ten students in your class and ask them whether or not they like each subject.

e.g. えいごは すき ですか。

Score their responses like this:

ええ、だいすきです — 10 points
 ええ、すきです — 7 points
 いいえ、あんまり... — 3 points

Record the scores of each student under one column.

Now add up the number of points for each subject. Which subjects are most popular according to members of your class?

たんご

New words and expressions

- ああ、おいしい! — yum!
 どうぞあがってください — come in!
 おすし — sushi
 おそくなつてすみません — I'm sorry, I'm late
 いただきます — expression used before
 eating a meal
 がんばれ! — come on!
 ごちそうさま (でした) — expression used after
 a meal
 ...すきですか — do you like...?
 じょうず — good (at something)
 でも — but
 プレゼント — present

かもく

- えいご — English
 おんがく — Music
 かがく — Science
 しゃかい — Social Studies
 すうがく — Maths
 たいいく — Phys. Ed.
 日本語 — Japanese
 れきし — History

More adjectives

- おいしい — delicious
 むずかしい — difficult
 まずい — (tastes) awful
 やさしい — easy

がんばれ!

Words borrowed from other languages (がいらいご)

Nowadays, with high-speed travel and rapid communication, we know so much more about other cultures. More than ever before, we can welcome some aspects of another culture to extend and enrich our own. As we adopt parts of another culture, we also often borrow some of the language that goes with it.

The most common example of a culture's influence over another is through its food. In English we have borrowed lots of words from French and Italian for food that we have adopted as a part of our cuisine. For example, *pizza*, *quiche*, *spaghetti* and *croissant*. All of these foods are so much a part of our culture now that it is sometimes possible to forget that these words originally came from Italian and French. However, while we use the same word we often don't pronounce it in the same way as Italian and French people do. We say them more like English words.

It is the same in Japanese. They have borrowed many words for the Western-style foods that are

now so much a part of their way of life. You have seen many of them in this unit.

e.g. *aisukuriimu*, *orenji juusu*, *hotto doggu*

If you say these words out loud, you immediately recognise them as being very similar to English words. The Japanese have borrowed the English word and adapted it to their way of pronunciation. You know from learning ひらがな that all Japanese words are made up of syllables. When a Japanese person comes to say an English word they convert it into Japanese syllables. This is why most of the foreign words converted into Japanese style seem to be stretched out. In this book these words are written in *roomaji*. However, remember that a Japanese person would normally write all of these words in *katakana*.

In English we also use the Japanese words for the Japanese foods we eat. If you have ever been to a Japanese restaurant, you may have tried *tempura* or *sukiyaki*, and you all know what *sushi* (おすし) is now. Has anyone seen a type of apple-like pear in the supermarket lately called a *nashi*? *Nashi* is the Japanese word for *pear*. In Japanese of course, it is written as なし.

せいかつ

おりがみ

One aspect of Japanese culture which has spread all over the world is おりがみ.

おりがみ has become an international hobby. You can find おりがみ clubs all over the world, and books on how to make おりがみ in many languages. Just as the Japanese have borrowed words like *aisukuriimu* and *supagetti* from other languages, the Japanese word おりがみ is used everywhere.

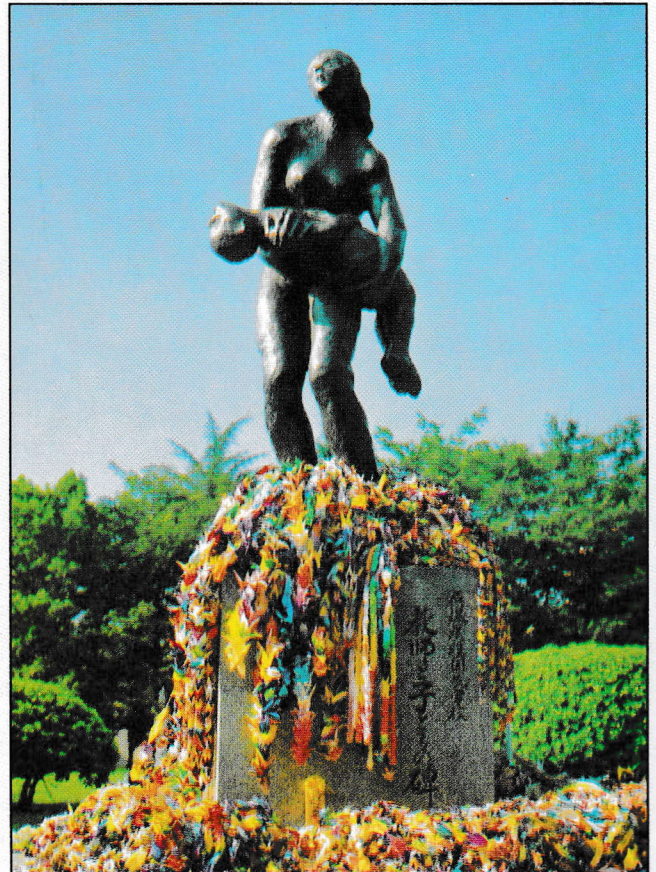
The word おりがみ is made up of two words - おり meaning *fold* and the word for *paper*, かみ/がみ. As its name suggests, おりがみ is the art of folding a single sheet of paper into various shapes.

All Japanese children learn おりがみ in kindergarten and at primary school. However, おりがみ isn't just for children - adults do it too - and everyone enjoys spending many hours trying to create new shapes. In Tokyo there is even an International Research Centre for おりがみ!

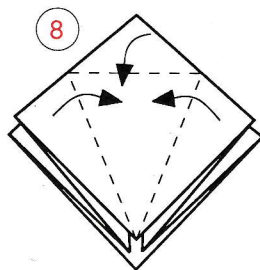
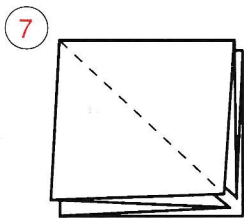
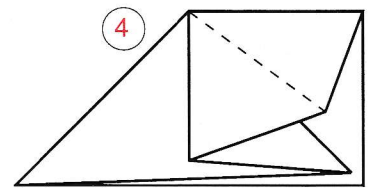
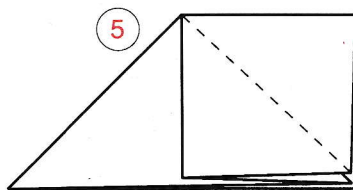
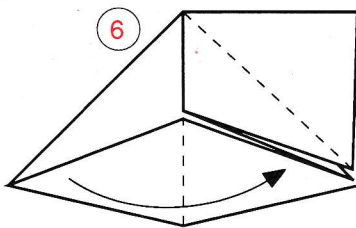
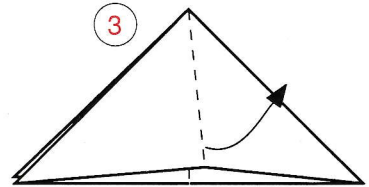
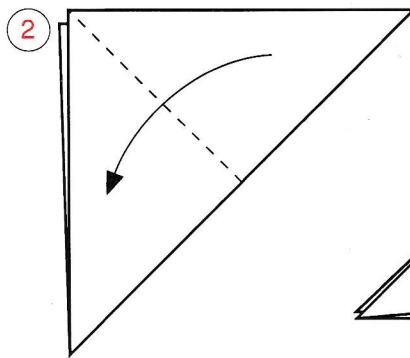
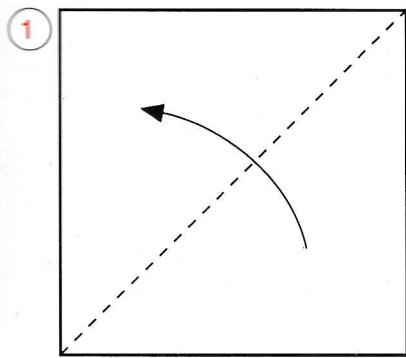
The most well-known shape is the つる (crane). The つる is a symbol of good luck. In Japan when someone is sick, often people give them 1,000 folded cranes. These 1,000 cranes are called せんばづる.



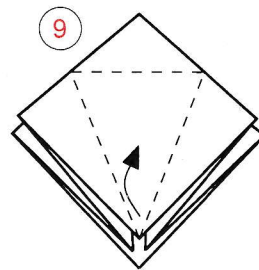
Every year on Peace Day (August 6) Japanese children and children from all over the world send せんばづる to Hiroshima to remember the destruction it suffered during World War II. The colourful cranes are draped over many of the statues in the Peace Memorial Park as an expression of hope for a peaceful world.



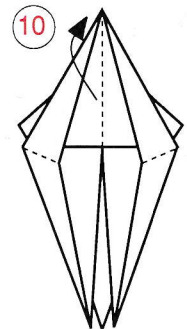
Below are the instructions for making the つる.
 Why don't you make せんばづる and send them
 to Hiroshima as your gesture to world peace?



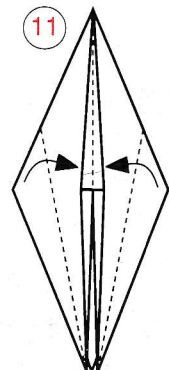
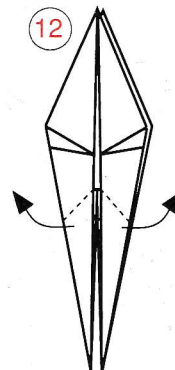
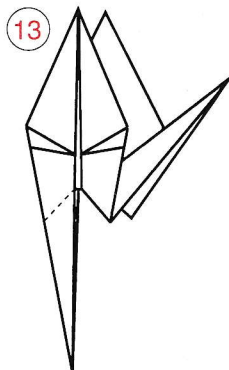
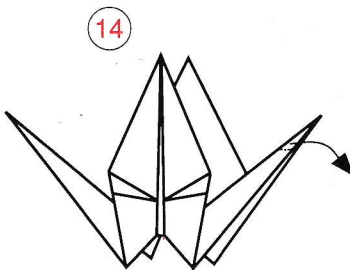
Crease only,
turn over and repeat



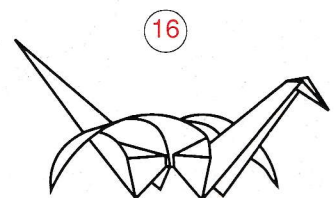
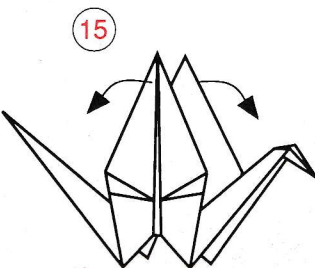
Lift and open top flap



Turn over and repeat



Turn over and repeat



日本語 nooto

一 Making it clear what or whom you are talking about

In Japanese you do not have to specify what or whom you are talking about if it is clear from the context.

e.g. 十二さいです。
おいしいです。

If you look at these examples in isolation, you do not know *who* is 12 and *what* is delicious. However, if someone said them in the middle of a conversation, you would know from what went on before. They would be in context.

If you need to say *what* or *whom* you are talking about, then you say it and add *は*. So, the above examples could become,

はなこさんは十二さいです。

Hanako is 12 years old.

おすしはおいしいです。

Sushi is delicious.

This *は* is pronounced as WA not HA.

二 いいえ

You have seen that *いいえ* means *no*. It can also mean *that's all right*, *don't mention it* etc, for example, if someone apologises for being late, thanks you for something, or gives you a compliment.

三 Saying what you like

To ask someone if he or she likes something in Japanese, you say ...*はすき* ですか。

e.g. おかしはすきですか。

Do you like sweets?

If someone asks you this question, you can answer,

ええ、すきです。

Yes, I like it.

ええ、だいすきです。

Yes, I love it.

いいえ、あんまり...

No, I don't really...

If you want to say *who* likes or dislikes something, then the *は* in the question changes to *が*.

e.g. わたしはおかしがだいすきです。

I really love sweets.

かずこさんは aisukuriimu が すき
ですか。

Does Kazuko like ice cream?

わたしは koohii が だいすきです。

I really like coffee.

You will notice in the examples that *は* follows the person instead.

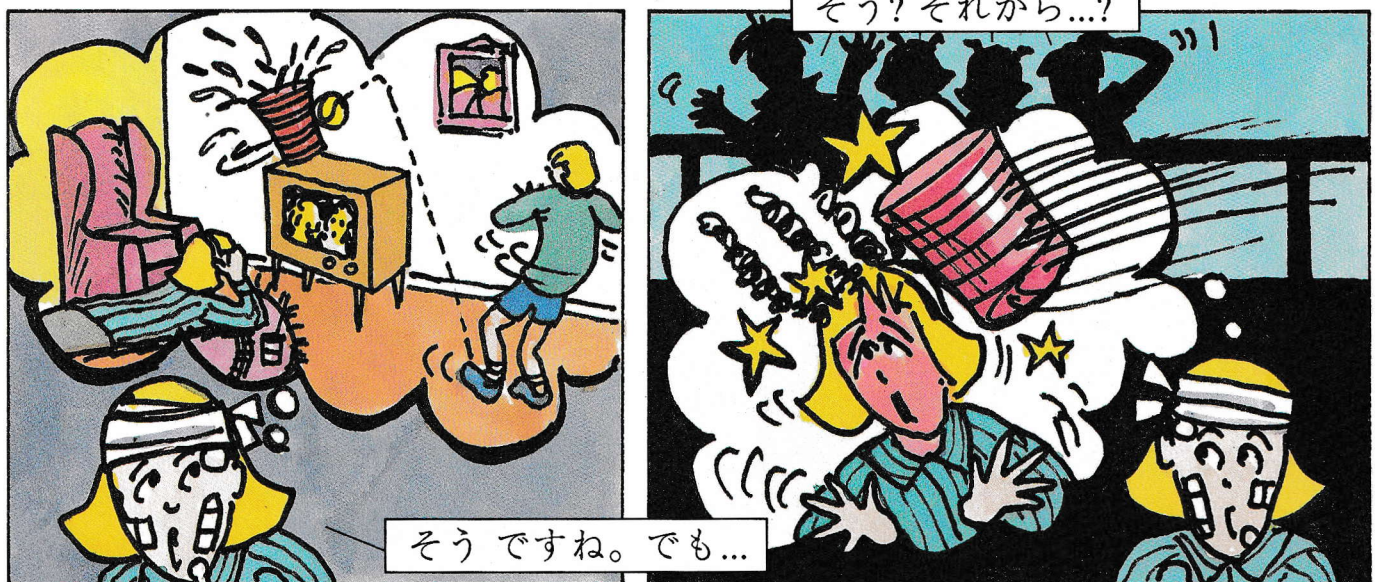
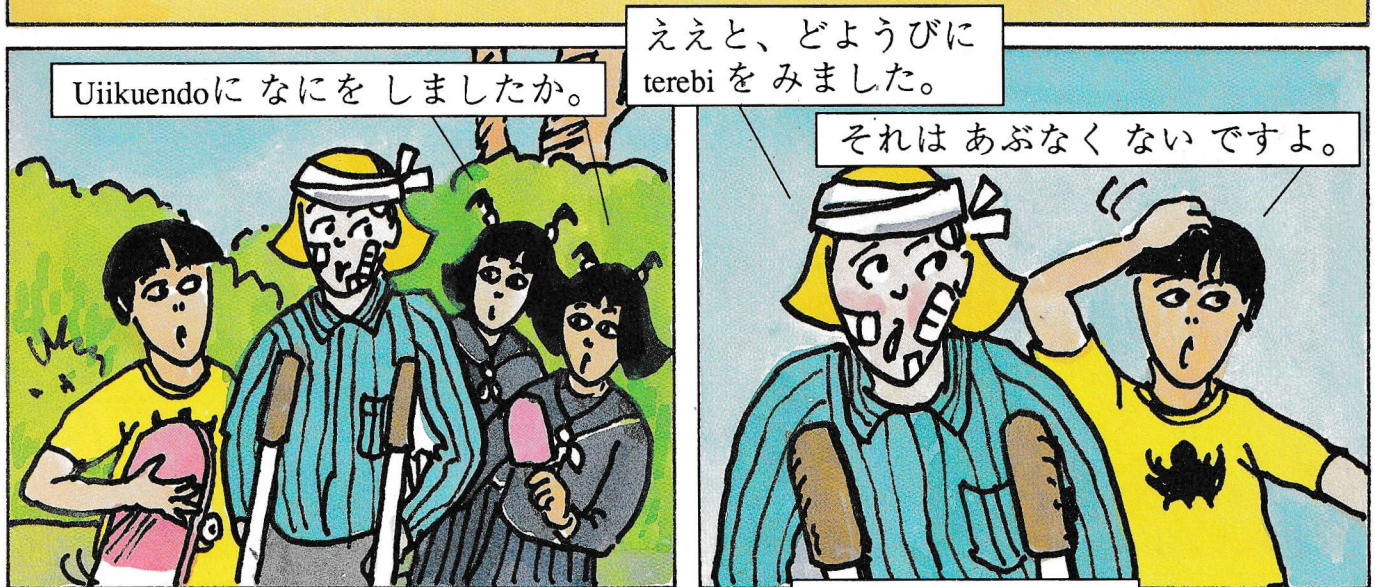
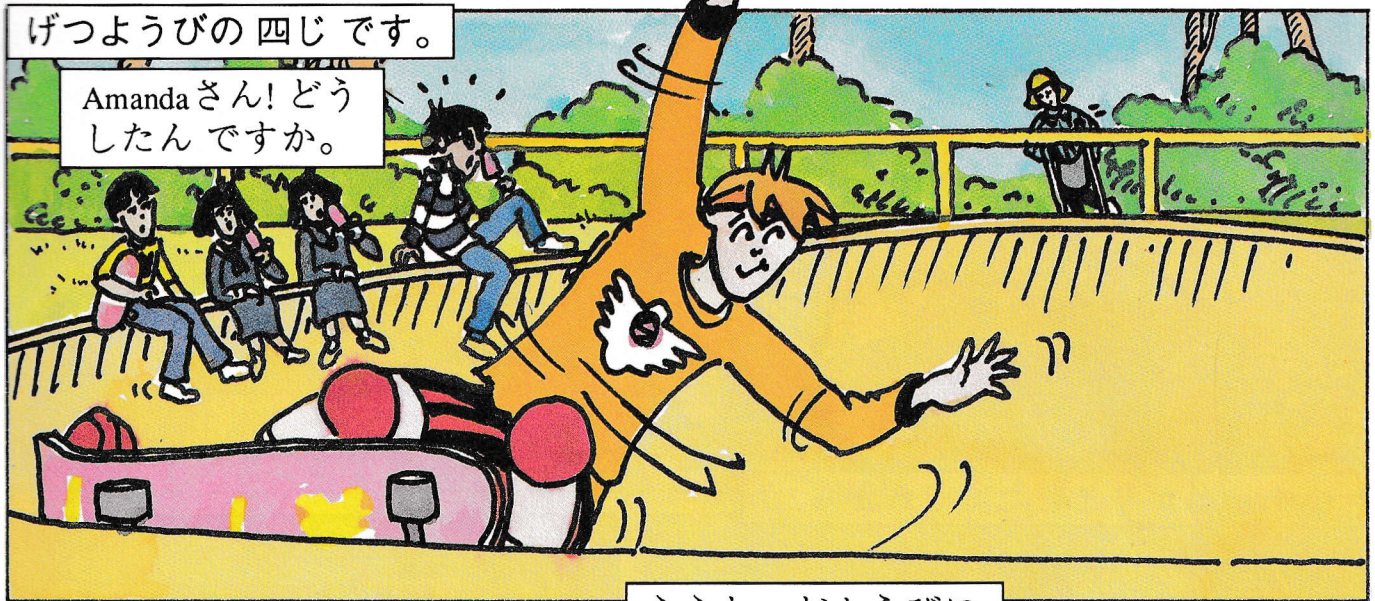
おめでとう!

Now you can do all of the following things in Japanese.

- talk about what you like and do not like
- talk about food and drink
- discuss your school subjects



きもの6 ■ どうしたんですか



それから、geemuをしました。

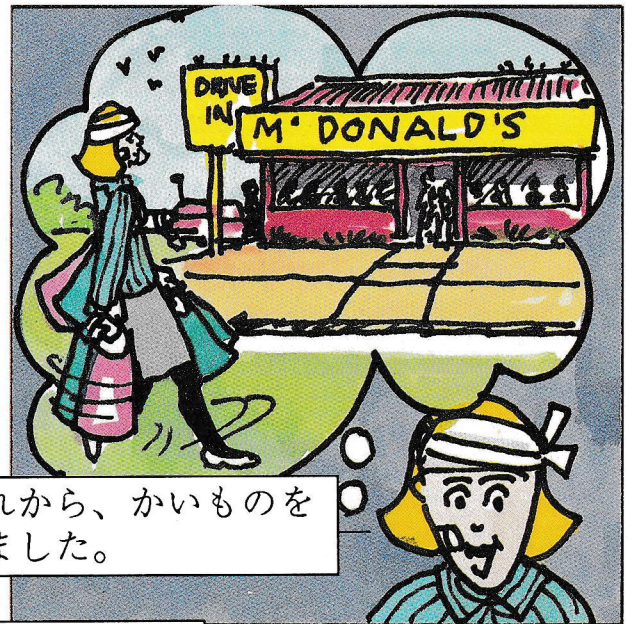
それはあぶなくないですよ。



ああ、わかりました。それから...?



そうですね。
でも、...

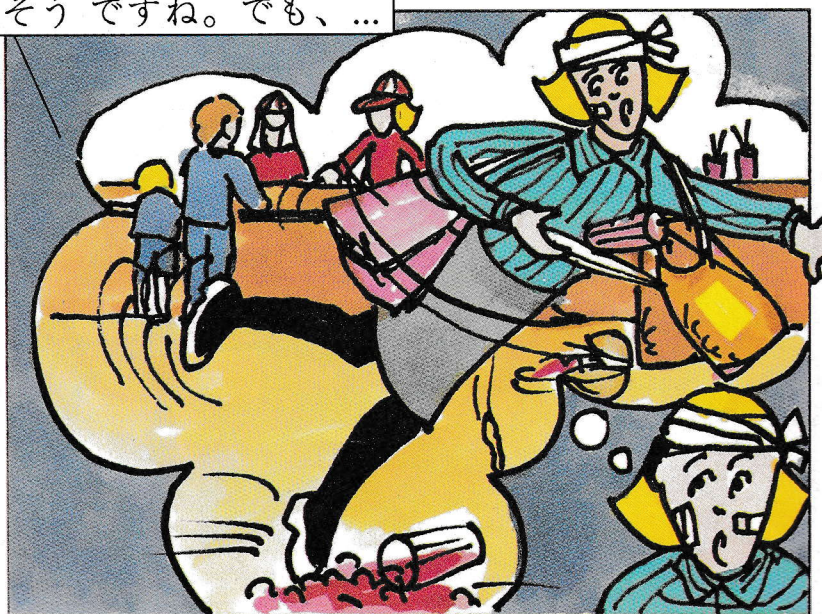


それから、かいもの
をしました。

それはあぶなく
ないですよ。



そうですね。でも、...



それから、hanbaagaaを たべました。
Kooraを のみました。



ああ、そう。それから、
なにをしましたか。



Amandaさん、どう したん
ですか。

それから、かいもの を しました。
Hanbaagaaを たべました。Kooraを
のみました。



どようびに terebiを みました。
それから、 geemuを しました。



それは あぶなく ない ですよ。



これは あぶない ですよ。



い い ま し ょ う



Uiikuendoに なにを しましたか

一 まんが



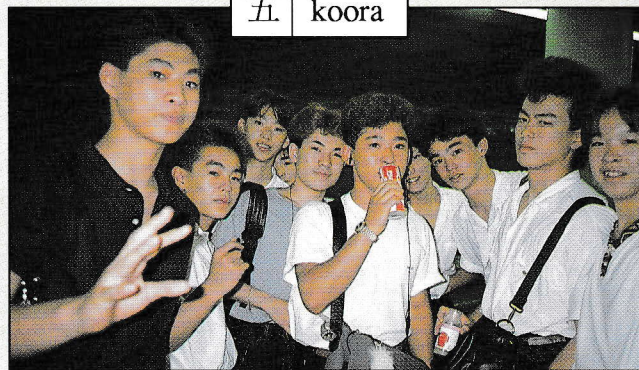
四 えいが



二 おんがく



五 koora



三 かいもの



六 hanbaagaa



Talk about the photos using the examples as a guide.

例:

A Uiikuendoに なにを しましたか。

B まんがを よみました。

例:

A おんがくを ききましたか。

B ええ、おんがくを ききました。

or

いいえ、かいものを しました。

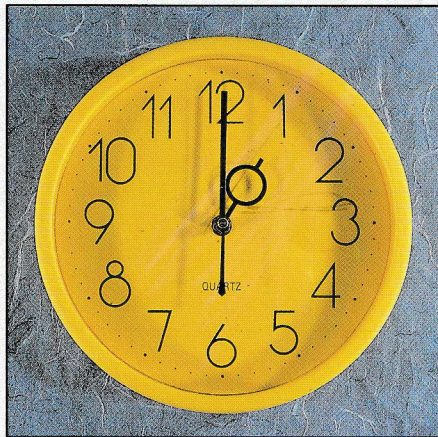


いいましょう 二

☒☒

いま なんじですか

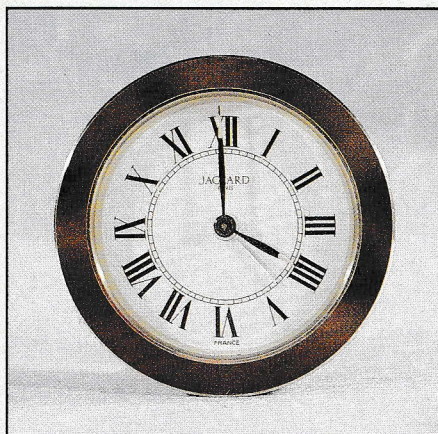
①



④



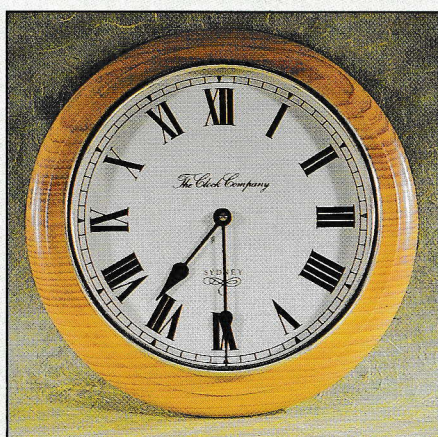
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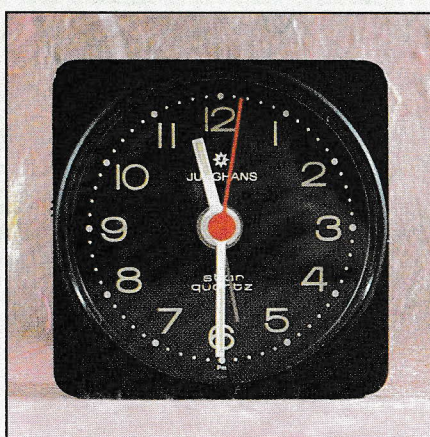
⑤



③



⑥



Give the time shown on each clock using the example as a guide.

例:

A いま なんじですか。

B 一じです。

or

七じはん です。

いいましょう 三



じかんひょう

じかん ようび	1	2	3	4	5	6
月	えいご	かがく		しゃかい	おんがく	日本語
火			たいいく	たいいく	えいご	すうがく
水	すうがく	れきし		日本語	かがく	
木	れきし	しゃかい	かがく		えいご	すうがく
金	たいいく	日本語	すうがく			えいご
土	すうがく	しゃかい	しゃかい	日本語		

Talk about the timetable using these examples as a guide.

例:

A すうがくはいつですか。

B すいようびです。

例:

A れきしのしゅくだいをしましたか。

B ええ、しました。

or

いいえ。でも、日本語のしゅくだいをしました。

Days of the week

月よう日	— Monday —	げつようび
火よう日	— Tuesday —	かようび
水よう日	— Wednesday —	すいようび
木よう日	— Thursday —	もくようび
金よう日	— Friday —	きんようび
土よう日	— Saturday —	どようび
日よう日	— Sunday —	にちようび

ともだちと

Make up a conversation with a partner. You have to decide who is A and who is B.

わたしは A です。



ぼくは B です。



A	あ、	あきらくん。 えりこさん。
---	----	------------------

B	ああ、	ただしくん。 はなこさん。	おはよう。
---	-----	------------------	-------

A	おはよう。	Uiikuendo どうぶ きんようび にちようび	に	なにを しましたか。
---	-------	------------------------------------	---	------------

B	Tenisu おんがく えいが からて	を	みました。 しました。 ききました。
---	------------------------------	---	--------------------------

A	いいですね。	あきらくん えりこさん	は	すうがく えいご しゃかい	の	しゅくだいを しましたか。
---	--------	----------------	---	---------------------	---	---------------

B	ええ、しました。	ただしくん はなこさん	は？
---	----------	----------------	----

A	わたし ぼく	も	しました。	すうがく えいご しゃかい	は	やさしいですね。
---	-----------	---	-------	---------------------	---	----------

B	いいえ、むずかしいです。でも、			かがく 日本語 れきし	は	やさしいです。
---	-----------------	--	--	-------------------	---	---------

A	ええ、そうですね。
---	-----------

いきいきと はなしましょう

- How well do you know your friends? If you know someone well, generally you have a good idea of what activities they do on each day of the week.

Make up seven questions for a friend of yours about what they did each day last week and try and predict whether they will answer ええ or いいえ to each of them. Try to think of a different activity for each day of the week.

Write the questions down with your prediction next to each one. Now ask your friend each question. Your friend will do the same for you. At the end you'll see how well you know each other.

Here are some examples of questions you could ask,

にちようびに tennis をしましたか。
げつようびに すうがくの しゅくだいをしましたか。

To the first question your friend might answer,

ええ、tennis をしました。or いいえ、terebi をみました。

がんばれ!

わかりましたか

Here are some important points to remember when you are trying to understand what someone is saying to you in another language.

- Don't be put off if you don't understand every word they say. Focus on what you do understand and use it as a clue to help fill in the gaps.
- Use the context to try to get the overall meaning of what they are saying. You don't need to understand every word, you can usually understand from what is happening around you.
- Listen for the particular information that you need and don't let yourself be distracted by all the other words being spoken around it. For example, if you're listening for page numbers, concentrate all of your attention on listening for the numbers.
- Don't be embarrassed about asking people to repeat things. After all this is a normal part of everyday conversation.

You have probably worked it out for yourself by now - intelligent guessing is one of the most important skills for a foreign language student to develop. The other thing is to act confidently, even if you don't feel it. This is what the people who seem to understand everything are doing.

However, if you really do not understand what someone is saying then you need to know how to stop the conversation and clear up a few points. Here are some useful expressions to know.

すみませんが、よくわかりません...
Excuse me, but I don't understand...

ゆっくり 言ってください。
Could you speak slowly, please.

... って、えいごで なんですか。
What does ... mean in English?

たngo

supootsu



けんどう



tenisu



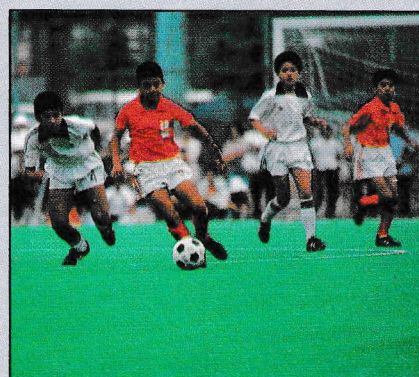
やきゅう



baree booru



からて



sakkaa

New words and expressions

あぶない	—	dangerous
いま	—	now
uiikuendo (に)	—	(at the) weekend
かいもの	—	shopping
geemu	—	game
それ (は)	—	that
それから	—	then, after that
それはあぶなく ないです	—	that's not dangerous
じかんひょう	—	timetable
しゅくだい	—	homework
terebi	—	television
どうしたんですか	—	what happened?
なに	—	what
まんが	—	comic

Past activities

(を) ききました	—	listened (to)
(を) しました	—	did, played
(を) たべました	—	ate
(を) のみました	—	drank
(を) みました	—	watched
(を) よみました	—	read



せいかつ

3-21, Yukinoshita 1-chome
Kamakura-shi, Kanagawa-ken,
Japan

6th June

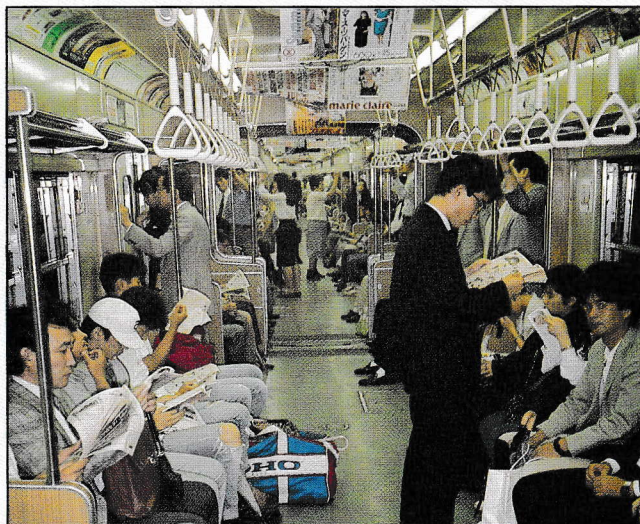
Hi everyone,

Well, I'm not boasting or anything but I just thought you'd like to know I got selected as a cheer leader for the school baseball team. I'm really pleased because it was so hard learning all the chants we have to do. We have already played two games and we won them both. They take it pretty seriously.

But the main reason I wanted to write was to tell you about the day we went into Tokyo to get Haruko's new desk. Well, actually, it all started not long after I got here. Haruko's brother, Toshio, had just started primary school and his teacher came around to the Tanaka's to meet the family and to sort of get to know a bit about Toshio's home life. Well, the Tanaka's were really proud because Toshio's new room was really well set up with everything you could possibly want - especially his desk. You should see it! It's huge! And it's got a built-in light, push button controls, built-in calculator, electric pencil sharpeners, everything! It must have cost an absolute fortune.

Well, anyway, one Sunday morning Haruko's grandmother and grandfather were in for breakfast and Haruko started saying that she would soon be starting school and why couldn't she have a desk like Toshio's? The amazing thing was that Grandma Tanaka said yes! Japanese parents and grandparents have this really excellent attitude to kids. So we organised to go into Tokyo that day to this big department store and order a desk for Haruko.

I decided to wear my best outfit because I knew the Tanakas would dress up. Sure enough, they were all in their designer clothes - especially Haruko. She had this expensive looking denim jacket with 'London House Away' written on it. I asked Grandma Tanaka why she wasn't wearing a きもの and she just laughed and said she was too young for that, and anyway she would have trouble keeping up with us because you can only take little steps in them. When I showed her some



young Japanese women in きもの outside the station she said they were probably on the way to a wedding or something special like that.

It wasn't so crowded on the train, being a Sunday. You could even see the floor of the carriage. Japanese trains and buses are absolute luxury. Everything is so clean and new looking. They really look after them. And anyway they don't have all the vandalism and graffiti we have at home. For example, they have these hanging paper advertisements in the carriages and nobody touches them. It's unbelievable. They were changing them that Sunday and the man gave me one as a souvenir.



I was looking forward to seeing central Tokyo. We were going into the Ginza (ぎんざ) which is the most famous street and shopping centre in the city. Mr Tanaka was telling me that in the ぎんざ district the land is the most expensive in the world. That's why they make such good use of the rooftops for things like tennis courts and that.



So we all started to head for the school supplies part of the store. When we got to the escalator there were these escalator girls in beautiful uniforms bowing to everyone who came along, saying things like 'Welcome' and 'Please be careful.' Everyone just seemed to ignore them which I thought was pretty mean, so I stopped and bowed back. They just smiled. I think I held up traffic on the escalator for a while.

It was late afternoon when we eventually got out of that store. It was good because they turn the central area of Tokyo into a 'pedestrian's paradise' on Sundays which is the main shopping day in Japan. This means that traffic isn't allowed in. We strolled around just looking at all the shops. Mr Tanaka stopped outside every sports store looking at golf clubs. He's just fanatical about golf. He goes to the golf driving range near home most Sundays. He said he is hoping to have a game on a real golf course soon but it is really expensive.

After a while we were all getting hungry so we started to look around for a restaurant. The Japanese have a great system for choosing which restaurant to go to. All the food is displayed in the window, except it's not real food, it's plastic. But it looks so real! Mr Tanaka said that there are special plastic food factories. I've put in a photo of one of the windows.



Anyway, I had a 'hanbaagaa' and a 'miruku seeki' (got to have a fix of junk food every so often) and Haruko and Toshio had 'pizza' and 'koora'. Haruko didn't eat all of her pizza. It was pretty good, but tasted a bit different from the ones at home. Mr and Mrs Tanaka had 'karee-raisu'. I've never seen Mr Tanaka have a meal without rice. Not even breakfast.

By the time we had finished our meal it was getting dark and all the lights in the ぎんざ were coming on. You should see all the かんじ neon signs when they're all lit up. It's just fantastic. I wish I could read them, though. It gets a bit frustrating at times. But they look just great!

Well, that was our day in Tokyo. I have to go now, my favourite T.V. show is coming on. It's a sort of crazy game show where the contestants have to do all these crazy, dangerous things. I just sit there saying それはあぶないです。but the Tanakas just laugh. They must be used to it. They love the show too.

Anyway, must go. How about someone writing back?

Lots of love,
Simone

P.S. Haruko's desk arrived the other day. You should see it.

日本語 nooto

一 Saying what you did

なにをしましたか。
What did you do?

Terebiをみました。
I watched television.

みちこさんは hanbaagaa を 食べました。
Michiko ate a hamburger.

ほんをよみました。
I read a book.

In all of these examples, you are saying *what* you or someone else did. All of the verbs at the end of the sentence end in ...ました. This part of the verb indicates that something has happened.

Notice that *terebi*, *hanbaagaa* and *ほん* are all followed by を. When you want to say what you did, watched, ate or read etc. you must add を.

二 Saying when something happened

When you are talking about what you did on a particular day of the week, you always say に after the day. In this case it is the same as saying, on...

e.g. かようびにけんどうをしました。
I did kendo on Tuesday.

The same rule applies to most other 'time' words, like *uiikuendo*.

e.g. Uiikuendoにtenisuをしました。
I played tennis at the weekend.

Notice the word order in these sentences. First you say *when* + に, then you say *what* happened.

三 Asking and telling the time

If you want to know the time, you simply ask, いまなんじですか。

Here are some answers the other person might give,

一じです。 It's one o'clock.

四じです。 It's four o'clock.

七じはんです。 It's half past seven.

じ is another example of a suffix in Japanese used with numbers, and means *o'clock*.

You can say any hour of the day by saying the number plus じ.

Note: 四じ is pronounced よじ

七じ is pronounced しちじ

九じ is pronounced くじ

四 ...よ

それはあぶくないですよ。

That's not dangerous!

To emphasise what you think about something you can add よ to the end of the sentence. It is a bit like adding an exclamation mark in English, although you do not stress the よ when you say it.

おめでとう!

Now you can do all of the following things in Japanese.

- tell someone what you did at the weekend
- ask someone what they did
- ask what time it is
- tell someone what time it is (on the hour and half-hour)
- talk about your school timetable



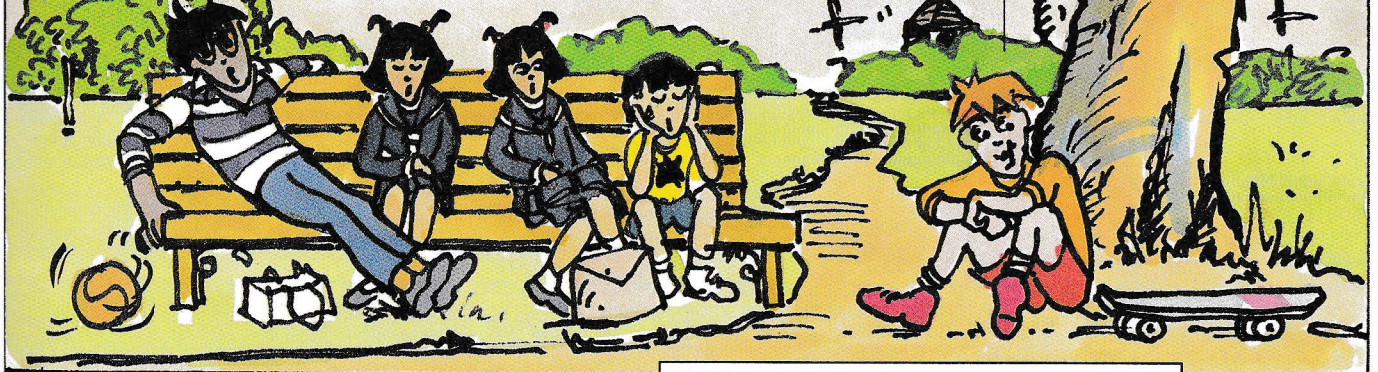
きもの7・たのしかったですよ

せんしゅうの どのようびに こうえんに いきました。あつかったです。

あついですね。

ええ、とても あついですね。

あのね、せんしゅう
puuruを かいましたよ。

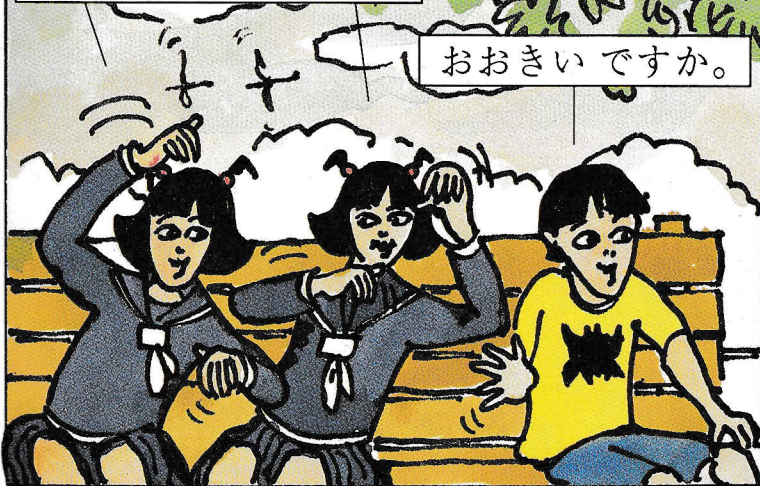


ええ、とても おおきいです。
ごご ぼくの うちに きてね!

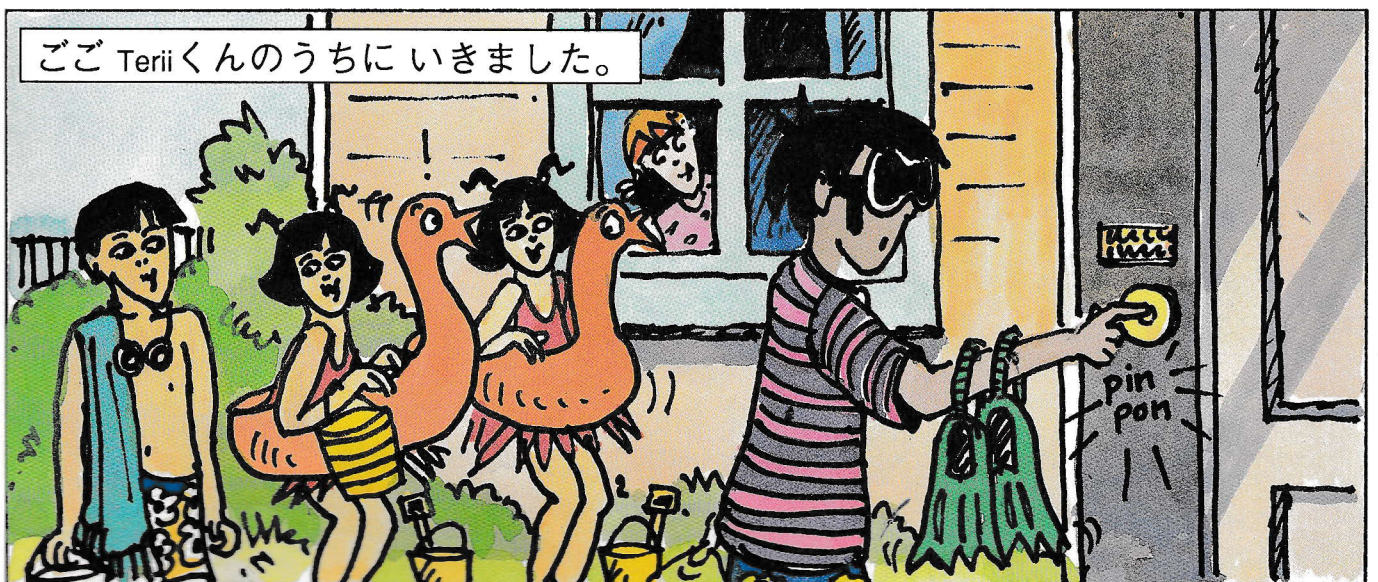
へええ? そう? すごい。

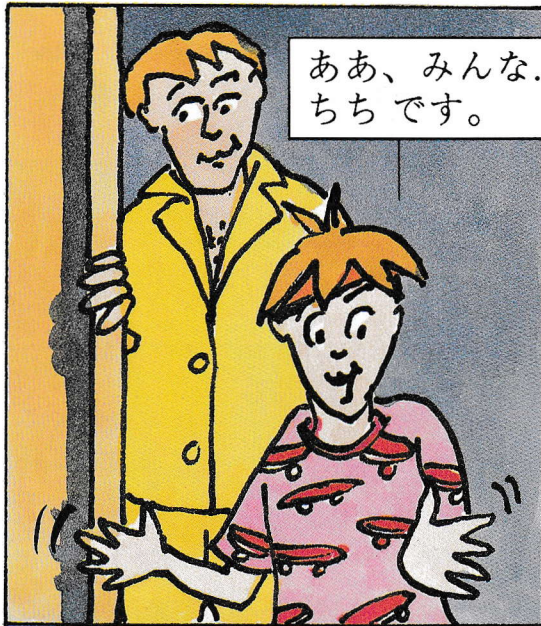
おおきいですか。

ありがとう。
じゃ あとで。



ごご Teriiくんのうちに いきました。





ああ、みんな...
ちちです。



Uirusonさん、
こんにちは。

みなさん、こんにちは。
どうぞあがってください。



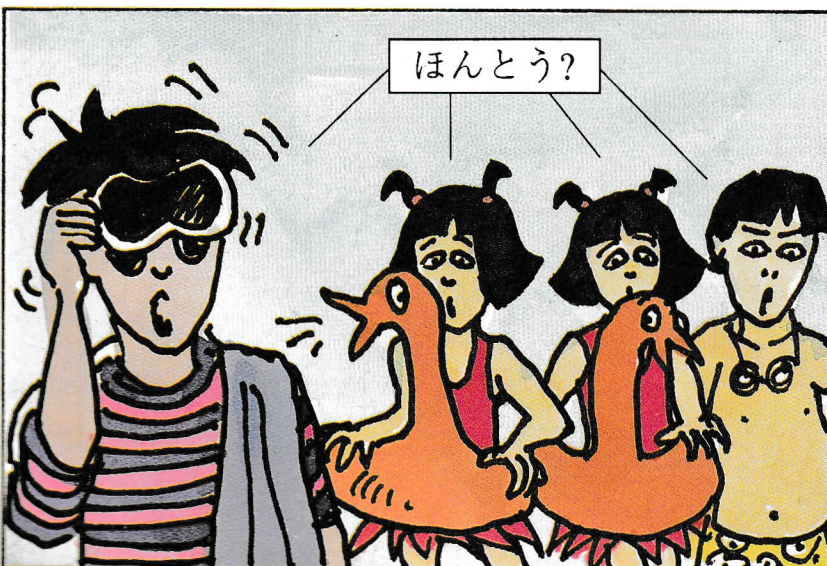
にわに きました。

それ?! あたらしい puuru?!

えっ!

ええ、そうですよ。どうぞはいって!

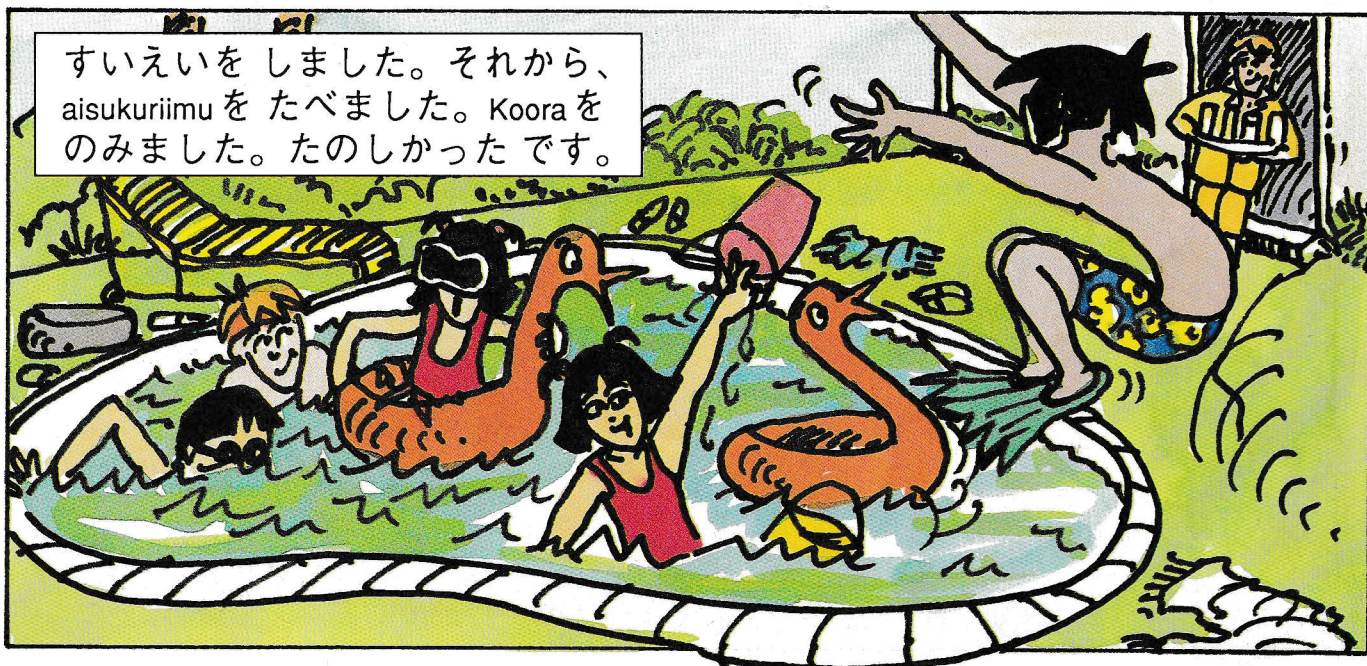
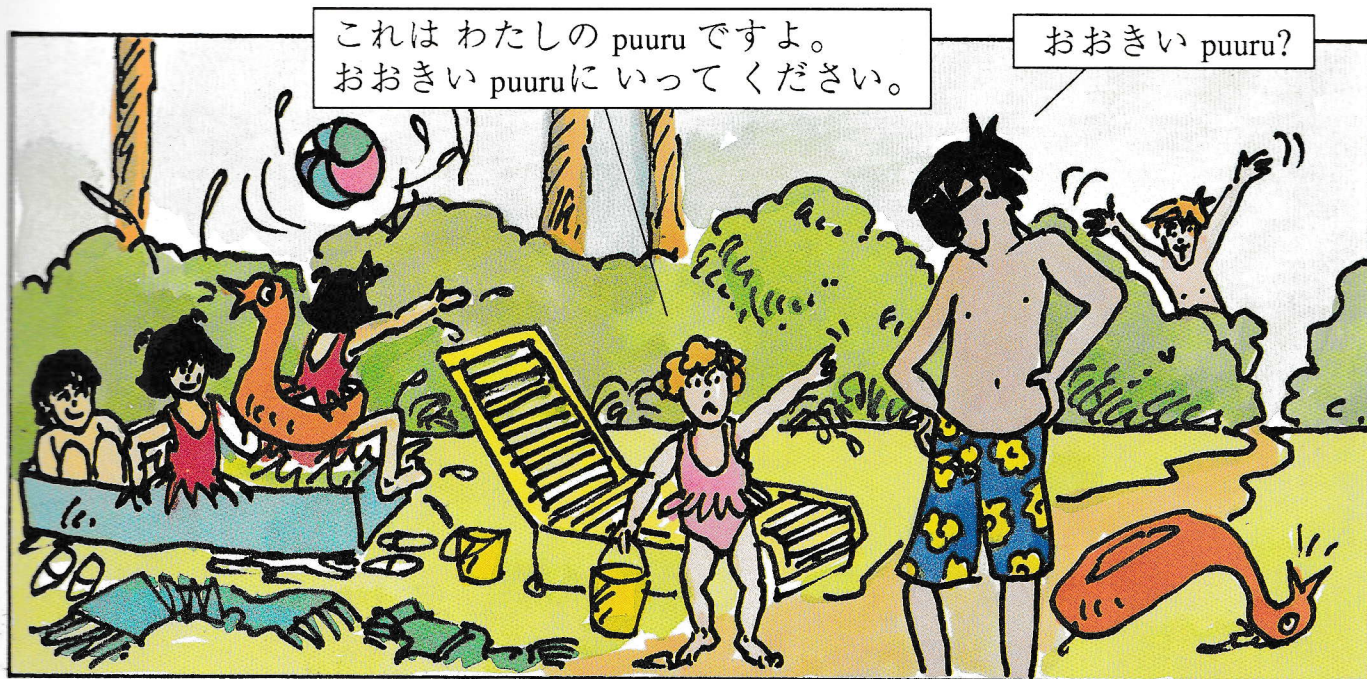
ちいさいですね。



ほんとう?



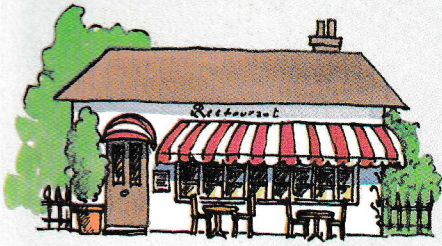
みんな、まって...



いいましょうー

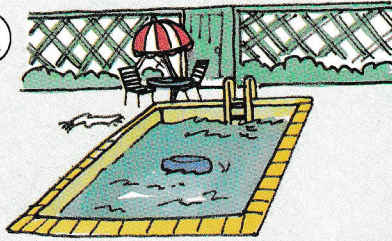
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一



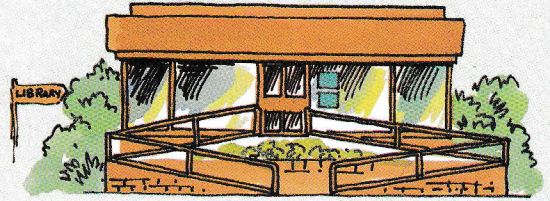
resutoran

二



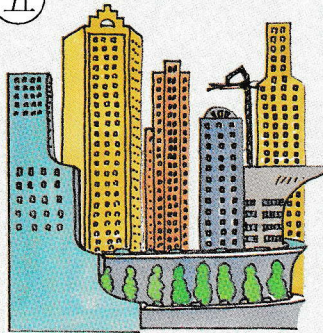
puuru

三



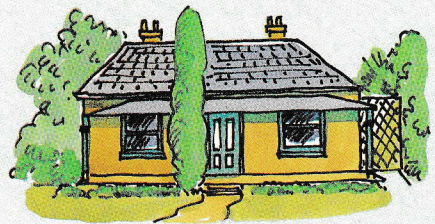
としょかん

五



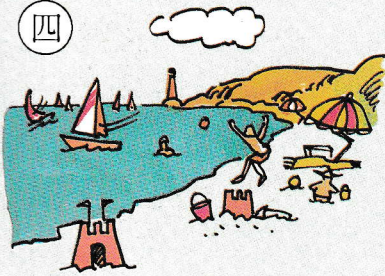
まち

六



ともだちのうち

四



うみ

Talk about the pictures using the example as a guide.

例:

A きのう どこに きましたか。

B うみに きました。



せんしゅう どこに きましたか。

Makudonarudoに きました。



いいましょう 二

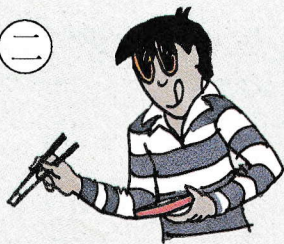
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一



たのしかったです。

二



おいしかったです。

三



つまらなかったです。

四



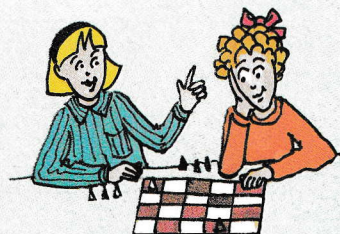
あつかったです。

五



おかしかったです。

六



よかったです。

Talk about the pictures using the examples as a guide.

例:

A Uiikuendoにどこにいましたか。

B まちにいました。

例:

A なにをしましたか。

B かいものをしました。

例:

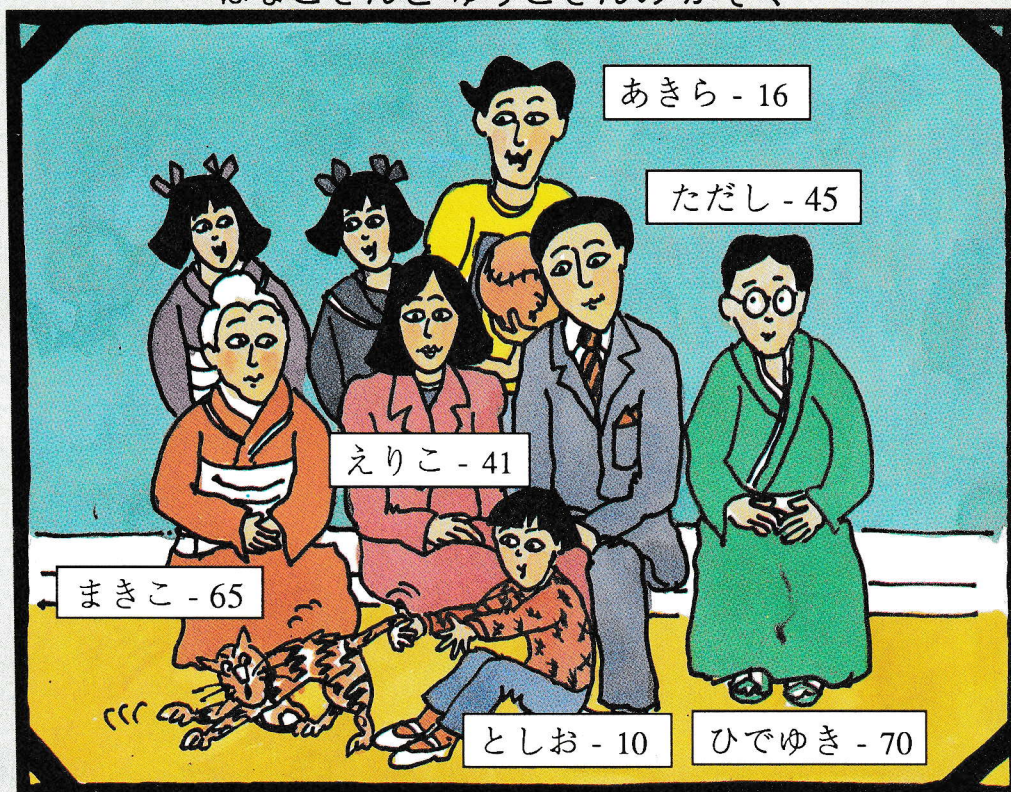
A どうでしたか。

B つまらなかったですよ。

いいましょう 三



はなこさんと ゆうこさんの かぞく



Imagine that you are talking to Hanako and Yuuko about their family.
Use the examples as a guide.

例:

A おばあさんの おなまえは?

B まきこ です。



例:

A なんさいですか。

B そばは 六十五さい です。

かぞく

はなこさんの...

わたしの...

おじいさん

grandfather

そふ

おばあさん

grandmother

そば

おとうさん

father

ちち

おかあさん

mother

はは

おにいさん

older brother

あに

おねえさん

older sister

あね

おとうとさん

younger brother

おとうと

いもうとさん

younger sister

いもうと

ともだちと

Make up a conversation with a partner. You have to decide who is A and who is B.

わたしは A です。



A Uiikuendoはどうでしたか。

ぼくは B です。



B	よかった たのしかった つまらなかった	です。
---	---------------------------	-----

A	なにをしましたか。 どこにいましたか。
---	------------------------

B	どようび	に	sakkaa かいもの	を	しました。
	にちようび		うみ puuru	に	いきました。

ただしくん、 みちこさん、 Kenくん、 Mandiiさん、	uiikuendoはどうでしたか。
---	-------------------

A	よかったです。 あんまり...
---	--------------------

きんようび どようび にちようび	の ごご	resutoran ともだちのうち としょかん まち おばあさんのうち	に	いきました。
------------------------	------	---	---	--------

B	なに	を	しましたか。 たべましたか。 かいましたか。
---	----	---	------------------------------

A	Piza Teepu ほん えいが Terebi	を	よみました。 たべました。 みました。 かいました。 ききました。	おかしかった おいしかった つまらなかった よかった たのしかった	ですよ。
---	--------------------------------------	---	---	---	------

いきいきとはなしましょう

- なにをしましたか。 どこにきましたか。

How do your classmates spend their weekends?

Make a list of six things to do and four places to go at the weekend. Then ask five people in your class whether or not they did them or went there last weekend.

例:

Activities	1	2	3	4	5	total
かいものをしました						
おんがくをききました						
tenisuをしました						
terebiをみました						
すいえいをしました						
まんがをよみました						
Places						
まちにきました						
ともだちのうちにきました						
としょかんにくいました						
うみにきました						

What are the top three activities and places to go in your class?

- 二 Bring in some photos of your family and talk about them with a partner.
You can talk about the following things.

- who they are, that is, what relation they are to you
- their name and age
- what things they like and dislike

Don't always wait for your friend to volunteer information, ask questions.



たんご

New words and expressions

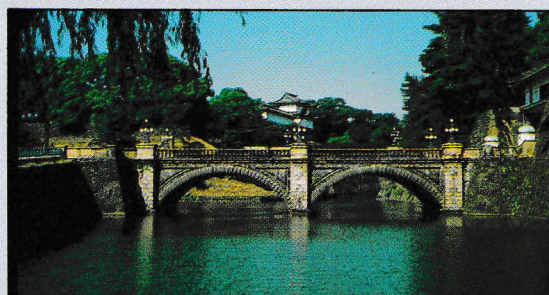
あたらしい	— new
あつい	— hot
あのね	— hey!
いって	— go!
きて	— come!
きのう	— yesterday
ごご	— afternoon
すいえい	— swimming
せんしゅう	— last week
たのしい	— fun, enjoyable
つまらない	— boring
どうでしたか	— what was it like?
とても	— very
はいって	— jump in!
ほんとう?	— really?
また!	— not again!
まって!	— wait a minute!
みんな	— everyone
やめて!	— stop!

More past activities

(を)かいました	— bought
(に)いきました	— went to

Places to go

うみ	— beach
こうえん	— park
としょかん	— library
ともだちの うち	— friend's house
にわ	— garden
puuru	— swimming pool
まち	— town
resutoran	— restaurant



がんばれ!

Let's be flexible!

You will have realised by now that there are some expressions in Japanese that you cannot possibly understand by translating word-for-word. It just doesn't work!

For example, どうぞ roughly translates as *please* in English, but it has a whole range of meanings in Japanese depending on the context in which it is said. In Japanese you say どうぞ when you give someone something, but you wouldn't say *please* in English in this situation, would you? You would say something like *here you are* or *I've got something for you*.

Discovering new and different ways of expressing things is what makes learning a foreign language fun. You can learn a lot about the other culture in

this way as well. For example, when a Japanese person answers the door and invites you in, they will most probably say, あがってください. This expression literally means *come up, please*, but the real English equivalent is *come in, please*. Japanese people say *come up* because, as you know, before you go inside a Japanese house you go into the げんかん, where you take off your outside shoes. You then go up a step into the house.

All of this points to one thing - you have to be flexible when you are learning another language and not expect people from other countries to express themselves in exactly the same way as we English-speakers do. When it comes to expressions, in most cases it is better to learn them in context.

せいかつ

3-21, Yukinoshita 1-chome,
Kamakura-shi, Kanagawa-ken,
Japan

27th June

Hi everyone,

In this letter I'm going to tell you about our school trip to Kyoto and Nara and I'm not going to go off the point and start talking about baseball or anything. Except that, you know how I told you we won our first two games, well last week we played a really big match in the schools' regional championship. Well, it was really exciting, but we lost. All the girls were crying, everyone took it so seriously. I did too.

Except I just want to tell you about the pro game we went to the other night. It's called a 'naitaa'. It was in this huge new stadium, like a big egg-shell. I went with Mr Tanaka and Toshio. It was a great atmosphere at the game. Every time someone hit a 'hoomuran' they let off fireworks and the big screen on the scoreboard went beserk. It's funny hearing the umpire yelling out 'sutoraiki' and 'auto'. I think I've turned into a bit of a baseball fan since I've been here.

Anyway, I'd better get back to the school trip. It was at the end of May. That's the end of spring. I have to admit that it is really beautiful here in the spring. The countryside is all so green and the cherry blossoms are just great. I think I've turned into a baseball-loving nature freak.

Anyway, about the school trip! I was really looking forward to it because everyone else at school was so excited about it. My friend Eriko who likes to practise her English kept saying, 'I'm so exciting.' I went home and worked out what jeans and tops to take and then they told me that we wear our uniforms the whole time. Well, at least it saved on luggage.

Before the trip our teachers kept telling us how important Kyoto and Nara are in Japanese history. They keep saying that young people in Japan won't understand properly what it means to be Japanese if they ignore the past and just take notice of all the modern stuff around. In the olden days,



Kyoto was the capital of Japan for hundreds of years. The Emperor lived there and everything and he still gets crowned there. They told us that there were about 1,500 temples in Kyoto and I thought it could get a bit boring just going around looking at them all day. And Nara was the capital of Japan even before Kyoto. It's full of temples and shrines too.

Well, we got to the station early in the morning, and you should have seen us all. It wasn't just my class group, it was the whole of Year 2, eight classes of about 45, all at the station, waiting for the しんかんせん. You should have heard the noise. The teachers were running around with megaphones trying to get us organised and everyone was stocking up on junk-food to eat on the train.

We had a whole section of the train just for our school. Just as well, because no-one just sat in their seat. Everyone was so 'exciting', running around, sitting next to all different people and exploring the train. You could go up to the dining car and watch the digital readout of the train's speed. While I was watching it got up to 193 k.p.h. Someone said they saw it get up to 202 but I think they were just saying it.

Eriko started telling me about the envelopes of money that all of her family and friends had given her. Japanese people don't think it's nice to give you money unless it's in an envelope. Well, Eriko had about six envelopes, and she started planning what presents she was going to buy for all the people who gave her money. She told me I should start thinking about that too.

When I settled down and started looking out the window for a while I was amazed that we were still going through the suburbs of Tokyo. It seemed like we'd been going for ages, but the tall apartment buildings and the traffic and the expressways just kept going on and on and on. I listened to my walkman and stared out the window, and it was just more buildings, more motorways, more traffic. So I got up and went to talk to some of my friends.

When I came back to my window, things had changed. We were out in the countryside and everything was so green. They say that about half of Japan's farm land is used for growing rice and all the rice fields were this beautiful green colour. Anyway, you'd be watching this and all of a sudden you'd go into this long tunnel for a couple of minutes. Japan is really mountainous, and the train lines just cut right through the mountains. There must have been about thirty tunnels on the way - more, probably. And the train went along the coast too, so looking out the window didn't get boring.

One of our teachers was sitting near us and kept pointing out the castles that you could see up on the hillsides. I wasn't really expecting to see castles. They belonged to local samurai rulers called だいまよう. That was when the しょうぐん was really powerful in Japan.



The train was sort of following the trail that the だいまよう used to take on the way up to Tokyo.

Oh no, I'm running out of space already. Look, I'll write again soon and tell you about the rest of the trip. And I won't mention baseball at all. Keep trying hard at your Japanese so that when you come over you'll have a really great time.

さようなら, everyone. By the way, I'd be happy with just a postcard from somebody!!!
Hint, hint!!

Lots of love,

Simone xxx

日本語 nooto

一 Saying where you went

To find out where someone went, you ask,
どこに きましたか。

Here are some examples of answers to this question.

e.g. うみに きました。

I went to the beach.

みちこさんは せんしゅうの
どうぶちに paatii に きました。

Michiko went to a party last Saturday.

Notice that after どこ and the place where you went you need to say に.

二 Describing what something was like

おいしいです。 It is delicious.

おいしかったです。 It was delicious.

おかしいです。 It is funny.

おかしかったです。 It was funny.

いいです。 It is good.

よかったです。 It was good.

When you want to describe what something was like, you take off the final -い of the adjective and add -かった. This is the past form of adjectives.

Notice in the last pair of examples that いい becomes よかった.

三 My family and your family

In Japanese there are two words for each member of the family. Which one you use depends on

whether you are talking about your family or someone else's family.

a) when you are talking about your family to someone else, you use the shorter words.

e.g. ははは すもうが だいすき です。
My mother really likes sumo wrestling.

それは いもうとの puuru です。
That's my little sister's pool.

ちちは aisukuriimu が だいすき です。
My father loves ice cream.

b) when you are talking about someone else's family, or addressing your own family, you use the longer, more polite words.

e.g. おとうとさんは sakkaa を
しましたか。
Did your little brother play soccer?

おねえさんは なんさい ですか。
How is your older sister?

おとうさん、いつて きます。
See you later, Dad.

おかあさん、きょう なにを
しましたか。
What did you do today, Mum?

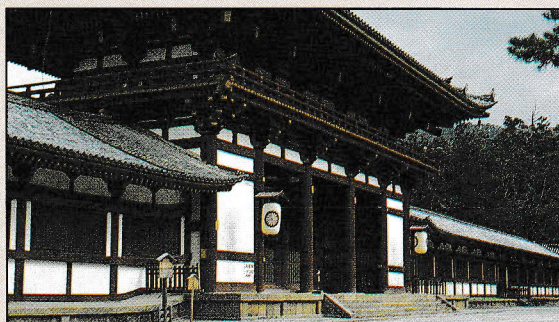
四 みんな or みなさん

Both of these words mean everyone when addressing a group of people. みんな is more casual than みなさん. So you only use it when you are talking to your friends. You should use みなさん with people whom you don't know very well or who are older than you.

おめでとう!

Now you can do all of the following things in Japanese.

- talk about where you went
- ask someone about the weekend
- say what your own weekend was like
- comment on what something was like
- tell a story about what someone else did
- ask about someone else's family
- talk about your own family



きもの8・いってらっしゃい

らいしゅうからなつやすみですね。
みなさん、なつやすみになにをしますか。
はなこさんは? ゆうこさんは?

ええと、ちちとははとあにと
おとうとと日本にいきます。

ああ、そうですか。いいですね。
いついきますか。

らいしゅうのかようびにいきます。

ああ! きょうとに
しんかんせんでいきますか。

とうきょう tawaaに
いきますか。

ふじさんを
みますか。

みなさん、ちょっとまって!
ゆうこさん、とうきょうに
いきますか。

ええ、とうきょうに
いきます。



じゃ、ぎんざに
いきますか。
かいものをしますか。

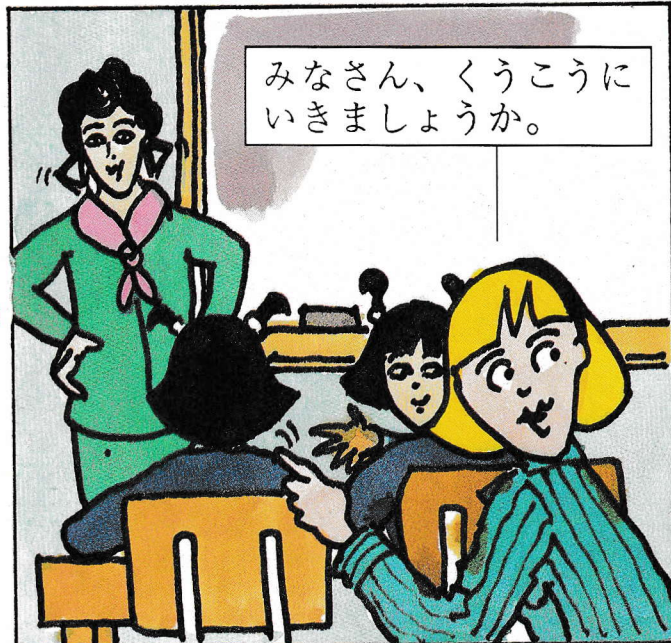


ええ、たぶん。



そうですね。はなこさん、ひこうきは
なんじにでますか。

みなさん、くうこうに
いきましょうか。



四じにでます。



じゃ、みなさん、一じはん
にあいましょう。

かようびです。

いまなんじですか。

一じです。





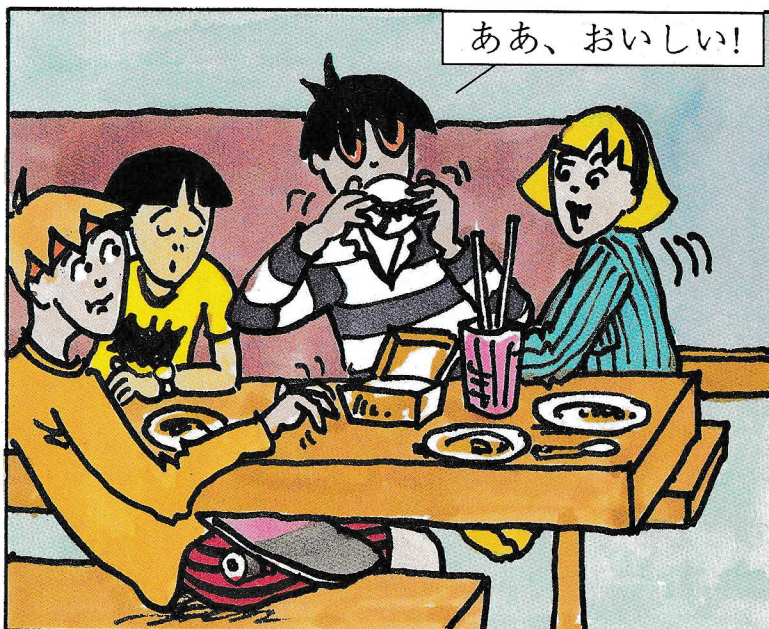
Hanbaagaaを たべましょうか。

ええ、たべましょう。

でも...一じはんに せんせいに
あいますね。おくれますよ。



いいえ、だいじょうぶ。
Jianguくん、きて!



ああ、おいしい!



Hoseくん、いそいで ください。
おくれますよ。



ああー!

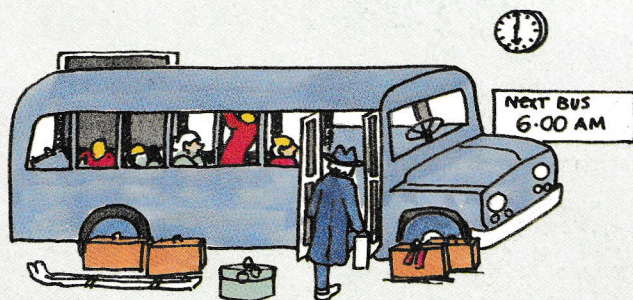
だいじょうぶ。つぎの basuで
いきましょう。



いいましょうー

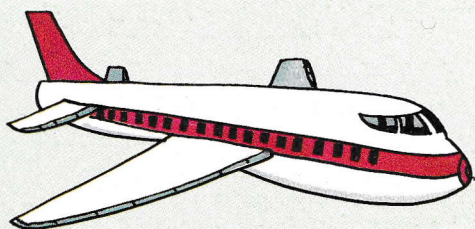


一



basu

二



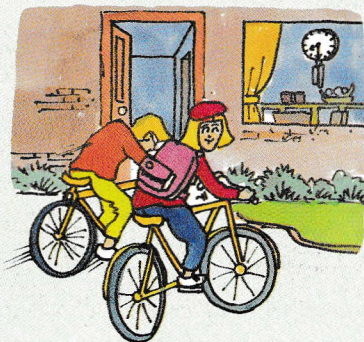
ひこうき

三



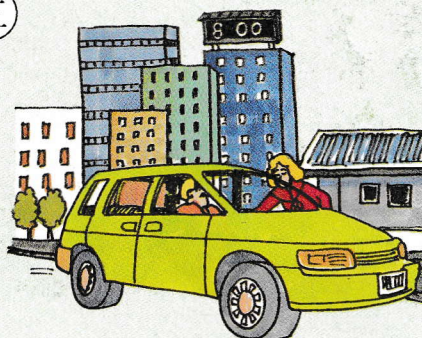
でんしゃ

四



じてんしゃ

五



くるま

Talk about the pictures using the example as a guide.

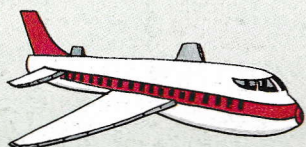
例:

A ひこうきでいきますか。

B はい、ひこうきでいきます。

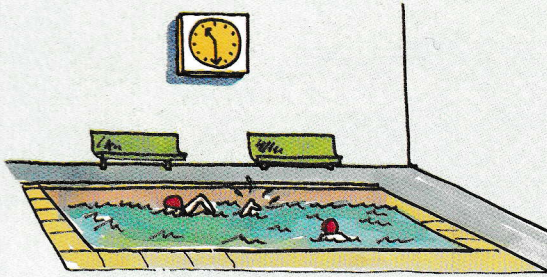
or

いいえ、でんしゃでいきます。



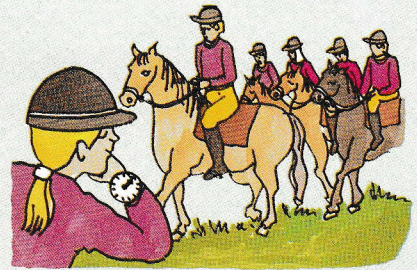
いいましょう 二

⊗⊗



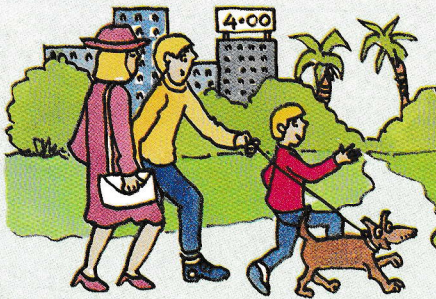
一

すいえい



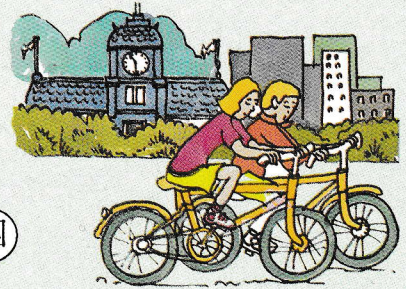
二

じょうば



三

さんぽ



四

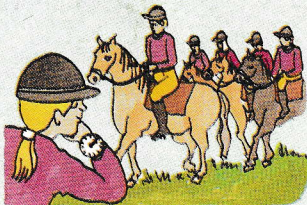
saikuringu

Talk about the pictures using the examples as a guide.

例:

A あした なにを しますか。

B じょうばを します。



例:

A なんじに しますか。

B 十二じに します。

あした なにを しますか。

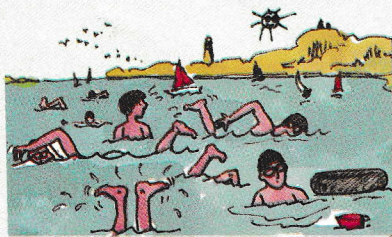


さんぽを します。

い い ま し ょ う 三



一



うみ

二



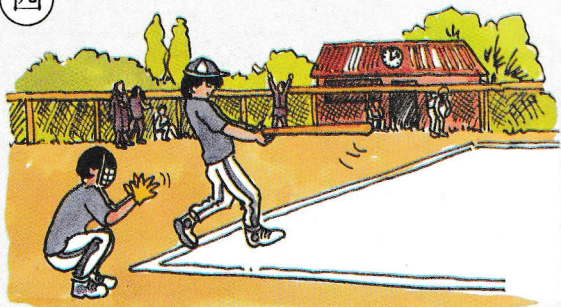
resutoran

三



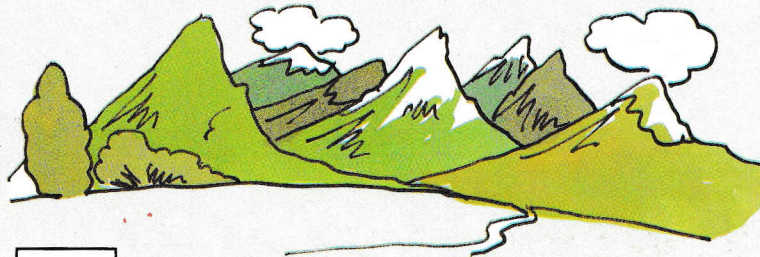
kyanpu

四



やきゅうの geemu

五



やま

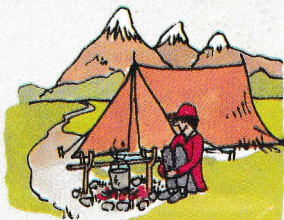
Talk about the pictures using the examples as a guide.



例:

A どこに いき まし ょ う か。

B やまに いき まし ょ う。



例:

A Kyanpuに いき まし ょ う か。

B ええ、いき まし ょ う。

ともだちと

Make up a conversation with a partner. You have to decide who is A and who is B.

A	もしもし。
---	-------

B	もしもし。	ひろし まきこ	です。	ひでくん、 えりこさん、	あした なにを しますか。
---	-------	------------	-----	-----------------	---------------

A	しゅくだい Terebi まんが	を	します。 よみます。 みます。
---	------------------------	---	-----------------------

B	つまらないですよ。	うみ まち としおくんの うち	に	いきましょうか。
---	-----------	-----------------------	---	----------

A	そう? なにを しますか。
---	---------------

B	すいえい えいが かいもの Geemu おんがく	を	します。 みます。 ききます。
---	--------------------------------------	---	-----------------------

A	いいですね。	Basu でんしゃ じてんしゃ	で	いきましょうか。
---	--------	-----------------------	---	----------

B	ええ、 いいえ、	basu でんしゃ じてんしゃ	で	いきましょう。
---	-------------	-----------------------	---	---------

A	なんじにあいましょうか。
---	--------------

B	十じはん 二じ 十二じはん	に	あいましょう。じゃあね。
---	---------------------	---	--------------










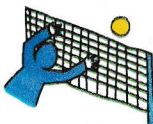


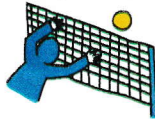



A	じゃまたね。
---	--------

いきいきとはなしましょう

It's the summer holidays and you and your friend are spending a week at a holiday camp in the country.

Every day the organisers of the camp put out a programme of activities that you can do that day. Today's programme is reproduced below.

At each time you can choose between two activities. With your friend, plan what you are going to do today, taking it in turns to make suggestions. On a separate piece of paper draw up a programme like the one below, and next to each time write in Japanese what you have decided to do.

じかん		
9.00		
10.30		
12.00		
1.30		
3.00		
4.30		
6.00		
7.30		

Now compare your programme with someone else's and discuss what you are going to do at each time. As you are doing this try to make use of as much as possible of the language you have learned this year. You might want to comment on the other person's choice by saying things like,

おりがみはつまらないです。わたしは baree booru をします。

or

わたしも! けんどうは たのしい ですね。

And don't forget to use all those little 'filler' expressions like ええと, じゃ, さあ that make your conversation sound really Japanese.

せいかつ

3-21, Yukinoshita 1-chome,
Kamakura-shi, Kanagawa-ken,
Japan

12th July

Hi everyone,

I am really going to finish telling you about the school trip - and no talking about how we won our last game and Scott hit a 'hoomuran' or anything. Except...no!!!

Well, in my last letter we were all on the train heading for Kyoto and I was looking out the window and this teacher was telling us some historical stuff about the castles and that.

Anyway, while this was going on, people started saying, 'ふじさん, ふじさん.' That meant we were getting near Mt Fuji so I grabbed my camera and went to get a window spot on the right side of the train. Then everyone started saying, 'There it is!' but I couldn't see it and kept saying, 'Where, where?' Then the teacher told me to look up really high, and there it was. It was really great, just like all the postcards I'd seen, so I took about ten shots of it - more, probably. It's a really nice looking volcano. You don't think much about Japan being a country of volcanoes and earthquakes while you're here.

Well, Kyoto turned out to be really interesting.

We went around to all these different temples and things trying not to lose sight of our 'gaidosan' who carried a flag with our school emblem and a number on it. She would be up the front telling us all the historical details about the places we visited, but no-one was listening. All the kids kept looking out for foreigners (がいじん) and calling out 'haroo' to them and making peace signs.

My favourite place in Kyoto was Ryoanji temple. Well, it wasn't actually the temple, but the rock garden they have there. What it is, is these 15 rocks arranged in this special sort of way in a gravel courtyard. I know it doesn't sound exciting, but it was just so still and sort of perfect. There was no rubbish or anything. You were supposed to go in there and just look at the garden and meditate. When we got there Eriko said, 'Is that all it is?' and went off to look for more



がいじん and buy some souvenirs. I really wanted to try to meditate in the garden but the others kept hurrying me up and getting me to pose in their photographs. The cameras never stopped clicking and I must have been in about fifty different group shots - more, probably.

We also went to the きんかくじ (Golden Pavilion). I sort of tagged onto this group of American tourists and I heard their guide say that it belonged to a powerful しょうぐん hundreds of years ago. Then it was turned into a Zen temple after he died. What I liked was the way it was reflected in the water. It was like looking at two temples. Just to show how rich he was the しょうぐん had the walls sort of coated in this 24 carat gold. One of the tourists asked how much it would be worth in U.S. dollars but the guide just smiled. I don't think he knew.

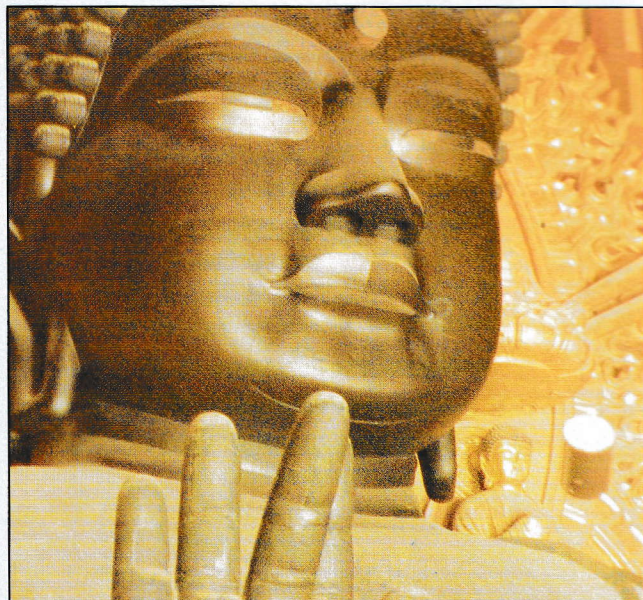


The best part of the whole trip was going out at night. We were allowed to go into town to do some shopping and teachers didn't come or anything. We still had to wear our uniform but I was getting used to that. We were just sort of trusted not to go to coffee shops or other places that are banned. Kyoto is not just temples, it's also a really modern city with fantastic shopping arcades.

We slept at an inn in Kyoto. We were in these really big rooms with about 15 people in it - more, probably. There wasn't much room on the floor when we all spread out our ふとん on the たたみ mats to go to sleep. Japanese inns give you these pillows full of beans to sleep on and I found it really hard to get comfortable on them. They made an awful racket every time you moved your head. So, what with all the giggling and that, it was pretty hard to get to sleep the first night. The second night I put the pillow under the ふとん.

Our second day was spent at Nara, the very earliest capital of Japan. It looked a bit different from Kyoto. I can remember these really old wooden houses in some of the streets. But the main thing at Nara is Todaiji Temple. It's actually a lot of different sorts of temples in this huge park. To get into it you go under this really big old wooden front gate. I heard our 'gaidosan' say that the original one was blown down by a typhoon in the olden days. I haven't seen any typhoons yet, but everyone says just wait until September!

The most famous part of the Todaiji Temple is the だいぶつでん. It's the biggest wooden



building in the world and inside is this absolutely huge Buddha. What surprised me was with all the noise our school was making and all the cameras flashing and everything, the Buddha kept this really peaceful look on his face.

The other good thing at Nara was going for a walk in the deer park which was all around the Todaiji Temple. The deer were really tame and you could buy special biscuits to feed them. I was going to buy some but they were a bit too deer. Get it? Anyway, they looked pretty well fed, and I thought they were a bit smelly.

Well, that was our school trip. That was a few weeks ago. Now the rainy season (つゆ) has started, that's how come I'm staying inside and catching up with some letter writing. Well, I'm not going out in that, it's just drizzles all the time. At least it's not cold. Mr and Mrs Tanaka bought me matching umbrella and gumboots for つゆ. They're bright yellow with a red pattern on them. I feel really stupid in these short rubber boots, but everyone is wearing them. And as for umbrellas, well, there are about 120 million people in Japan, and that's about how many umbrellas there are too.

Well, I've run out of news and space. Thanks for your letters. At last!!! Yes, I am still doing けんどう, no, I don't have a photo of Scott to send, yes, I do miss being home sometimes. Must dash.

Love to everyone,

Simone xxxxx



日本語 nooto

一 Saying what you are going to do

Uikuendoになにをしますか。

What are you going to do at the weekend?

こうえんにいきます。

I'm going to the park.

ゆうこさんは? じょうばをします。

And Yuuko? She's going horse riding.

Notice that all of the verbs at the end of the sentence end in -ます. This part of the verb indicates that you are *going to do* something.

二 Let's...

Pizaをたべましょうか。

Shall we have a pizza.

ええ、たべましょう。

Yes, let's.

あついですね。

Puuruにいきましょうか。

It's hot, isn't it? Let's go to the pool.

When you want to suggest doing something, you use the -ましょうか ending on the verbs.

三 At what time...?

To ask or tell *at* what time something is happening, you use に。

e.g. 一じはんに hanbaagaaを
たべました。

I ate a hamburger at half past one.

なんじにあいましょうか。

(At) what time shall we meet?

Even though you don't have to say *at* when asking the question in English, you must always say に in Japanese.

四 に

We have now seen three different meanings of に。

a) It can mean *to*, when talking about going or coming to a place.

e.g. 日本にいきます。
I'm going to Japan.

どこにいましたか。
Where did you go?

わたしのうちにきて。
Come to my house!

b) It can mean *at* or *on* with the time, the days of the week and *uikuendo*.

e.g. 二じにさんぽをしました。
I went for a walk at 2 o'clock.

にちようびにうみにいきました。
I went to the beach on Sunday.

Uikuendoになにをしましたか。
What did you do at the weekend?

c) It is used when talking about meeting someone

e.g. 一じはんにせんせいに
あいますね。
We're meeting the teacher at 1.30, aren't we?

ともだちにあいました。
それから、puuruにいきました。
I met a friend. And then we went to the pool.

五 で meaning by

To say that you went *by* bus, bike etc., you say *で* after the mode of transport.

e.g. じてんしゃでいきました。
I went by bike.

でんしゃでいきましょうか。
Shall we go by train?

Basuでまちにいきました。
We went to the city by bus.

Notice the word order in the last example, where the place is mentioned as well.

六 と meaning with

おとうとと terebiをみました。
I watched television with my little brother.

あねと tennisをしました。
I played tennis with my big sister.

七 Summary of Japanese verbs

This table is a summary of the verbs you have learned so far.

	did...	going to...	let's...
meet	あいました	あいます	あいましょう
go	いきました	いきます	いきましょう
buy	かいました	かいます	かいましょう
listen (to)	ききました	ききます	ききましょう
do, play	しました	します	しましょう
eat	たべました	たべます	たべましょう
drink	のみました	のみます	のみましょう
watch, look, see	みました	みます	みましょう
read	よみました	よみます	よみましょう

たんご

New words and expressions

あした — tomorrow	だいじょうぶ — don't worry, it's O.K.
(に)あいます — meet, going to meet	たぶん — perhaps
いそいでください — hurry up, please	でます — leave, going to leave
おくれます — be late, going to be late	...と — with..., and
から — from	つぎ — the next
kyanpu — camping	で — by
くうこう — airport	なつやすみ — summer holiday
saikuringu — cycling	やま — mountain
さんぽ — a walk	らいしゅう — next week
じゃ — well then...	らいねん — next year
じょうば — horse riding	

おめでとう!

Now you can do all of the following things in Japanese.

- talk about where you are going to go and what you are going to do
- ask others what they are going to do
- ask and say at what time something is happening
- say how you are going to travel
- make suggestions on what to do

Appendix

すうじ

一	1	いち
二	2	に
三	3	さん
四	4	よん or し
五	5	ご
六	6	ろく
七	7	なな or しち
八	8	はち
九	9	きゅう or く
十	10	じゅう
十一	11	じゅういち
十二	12	じゅうに
十三	13	じゅうさん
十四	14	じゅうよん or じゅうし
十五	15	じゅうご
十六	16	じゅうろく
十七	17	じゅうしち or じゅうなな
十八	18	じゅうはち
十九	19	じゅうきゅう
二十	20	にじゅう
二十一	21	にじゅういち
二十二	22	にじゅうに
三十	30	さんじゅう
三十五	35	さんじゅうご
四十	40	よんじゅう
五十	50	ごじゅう
六十	60	ろくじゅう
七十	70	ななじゅう or しちじゅう
八十	80	はちじゅう
八十一	81	はちじゅういち
八十八	88	はちじゅうはち
九十	90	きゅうじゅう
九十九	99	きゅうじゅうきゅう
百	100	ひゃく

...さい

1	一さい	(いっさい)
2	二さい	
3	三さい	
4	四さい	(よんさい)
5	五さい	
6	六さい	
7	七さい	(ななさい)
8	八さい	(はっさい)
9	九さい	(きゅうさい)
10	十さい	(じゅうさい)
11	十一さい	(じゅういっさい)
12	十二さい	
13	十三さい	
14	十四さい	(じゅうよんさい)
15	十五さい	
16	十六さい	
17	十七さい	(じゅうななさい)
18	十八さい	(じゅうはっさい)
19	十九さい	(じゅうきゅうさい)
20	はたち	
21	二十一さい	(にじゅういっさい)

つき (月)

January	一がつ
February	二がつ
March	三がつ
April	四がつ (しがつ)
May	五がつ
June	六がつ
July	七がつ (しちがつ)
August	八がつ
September	九がつ (くがつ)
October	十がつ
November	十一がつ
December	十二がつ

...じ

1 o'clock	一じ
2 o'clock	二じ
3 o'clock	三じ
4 o'clock	四じ (よじ)
5 o'clock	五じ
6 o'clock	六じ
7 o'clock	七じ (しちじ)
8 o'clock	八じ
9 o'clock	九じ (くじ)
10 o'clock	十じ
11 o'clock	十一じ
12 o'clock	十二じ

...ばん

1st	一ばん
2nd	二ばん
3rd	三ばん
4th	四ばん (よんばん)
5th	五ばん
6th	六ばん
7th	七ばん
8th	八ばん
9th	九ばん
10th	十ばん

たんご 日本語 - 英語

あ

ああ、あつ!	oh! ah!
ああ、おいしい	yum!
ああ、そう	ah, I see
aisukuriimu	ice cream
あいます	meet
あかちゃん	baby
あがってください	come in!
あけて	open it!
あした	tomorrow
あたらしい	new
あつい	hot
あなた	you
あに	(my) older brother
あね	(my) older sister
あのね	hey!
あひる	duck
あぶない	dangerous
あぶなく ないです	it's not dangerous
ありがとう	thanks
ありがとうございます	thank you
あれ!	look! heavens above!
あんまり	
いいえ、あんまり...	I don't really (like it)

い

いい	good
いい おてんき ですね	it's nice weather, isn't it?
いいえ	no, don't mention it
いきます	go
いそいで	hurry!
いただきます	expression used before eating
いつ	when
行って	go!
行ってきます	goodbye (used by person leaving)
行ってらっしゃい	goodbye (used by person remaining)

いま	now
いもうと(さん)	little sister
いぬ	dog
いのしし	wild boar

う

uiikuendo	weekend
うさぎ	rabbit
うし	cow
うた	song
うち	house
うちわ	Japanese fan
うま	horse
うみ	sea, beach
うるさい	noisy, loud, annoying

え

え、えっ!?	what's this!?
えっ、なに?	what did you say?
えいご(英語)	English
ええ	yes, yeah
ええと	well then, let's see
えき	railway station
えんぴつ	pencil

お

おいしい	delicious
おおきい	big
おかあさん	mother, Mum
おかし	sweet, lolly
おかしい	funny
おくれます	be late
おすし	sushi
おそい	late
おそくなって	すみません I'm sorry I'm late
おちゃ	green tea
おてんき	weather
おとうさん	father, Dad
おとうと(さん)	little brother
おばあさん	old lady, grand-mother
おはよう	good morning

おはようございます good morning

おなまえ name
おなまえは? what's your name?

おにいさん older brother
おねえさん older sister
おやおや oh dear! really!
おやすみなさい goodnight
orenji juusu orange juice
おんがく music

か

...か ...?
かいます buy
かいもの shopping
かえる frog
かがく science
かして lend!
がっこう school
かようび Tuesday
から from
からて karate
karee raisu curry and rice
かわいい cute, pretty
がんばれ come on!

き

きいて listen!
ききます listen (to); hear
きたない dirty, untidy
きって stamp
きっぷ ticket
きて come!
きのう yesterday
きみ you (men and boys only)
kyanpu camping
きょう today
きょうだい brothers and sisters
きんようび Friday

く

くこう airport

ください please
きいてください listen, please
くるま car
くん form of address
(boys)

け

keeki cake
geemu game
けしgomu eraser
げつようび Monday
けんどう kendo (Japanese
fencing)

こ

こいのぼり Japanese carp kite
こうえん park
kooto coat
koohii coffee
koora coke
こくばん blackboard
ごご afternoon
kotsu kotsu knock knock
ごはん bowl of rice
これ(は) this
こんにちは hello, good
afternoon
こんばんは good evening

さ

さあ um... (I don't
know)
...さい ...years old
saikuringu cycling
sakkaa soccer
ざっし magazine
さようなら goodbye
さる monkey
さん form of address
さんぽ a walk
さんぽをします go for a
walk

し

...じ ...o'clock
四じです it's four o'clock
じかん time, hour
じかんです it's time to go
じかんひょう timetable

じてんしゃ bicycle
します do, play (sport,
games)
しめて close it!
じゃ well then...
じゃあとで see you soon
じゃあね see you soon
しゃかい social studies
じゃまたね see you later
じゅうしょ address
しゅくだい homework
じょうず good (at
something)
じょうば horse riding
しんかんせん Shinkansen (bullet
train)

す

すいえい swimming
すいえいをします to swim,
go swimming
すいようび Wednesday
すうがく maths
すき like (something)
sukeeto boodo skateboard
すごい great, fantastic
supagetti spaghetti
supootsu sport
すみません excuse me, I'm
sorry
すもう sumo wrestling
すわって sit down!

せ

せんしゅう last week
せんせい teacher

そ

そう I agree
そうですね that
それ(は) then, after that
それから grandfather
そふ grandmother
そぼ

た

たいいく phys. ed.
だいじょうぶ don't worry

だいすき like (something) a
lot
たつ dragon
たつて stand up!
たのしい fun, enjoyable
たぶん perhaps, maybe
たべます eat
tawaa tower
たんじょうび birthday
たんじょうびおめでとう!
happy birthday!

ち

ちいさい small
ちち father, (my) dad
ちょうちん Japanese lantern
ちよっと a little
ちよっとまって wait a
moment!

つ

つき moon
つぎ the next one
つまらない boring

て

で by
じてんしゃで by bike
teepu tape
です am, are, is
tenisu tennis
でます leave
でも but
terebe television
でんしゃ train
でんわ telephone
でんわばんごう telephone
number

と

と with, and
doa door
どう
どうしたんですか what
happened?
どうでしたか what was it
like?
どうぞ please, take it

どうぞよろしく pleased to
 meet you
 とおり street
 どこ where
 としょかん library
 とても very
 ともだち friend
 토요일 Saturday
 とら tiger
 とり bird

な
 なつ summer
 なつやすみ summer holiday
 なに(なん) what
 なにどし which year sign
 were you born
 under?
 なんさい how old?
 なんばん what number?
 (お)なまえ name

に
 にちようび Sunday
 にほんご(日本語) Japanese
 にわ garden
 にんぎよう doll

ね
 ね ...isn't it
 ねこ cat
 ねずみ mouse, rat
 ねんれい age

の
 の of, possessive
 わたしの my
 のみます drink

は
 paatii party
 はい yes
 はいって jump in!
 bai bai bye, bye
 basu bus
 はは mother, (my)
 mum
 はい early

はる
 baree booru
 ...ばん
 ばんごう
 hanbaagaa

ひ
 ひ day
 ひこうき aeroplane
 pizza
 ひつじ sheep

ふ
 puuru swimming pool
 ふじさん Mt Fuji
 ふでばこ pencil-case
 purezento present

へ
 へええ! huh!
 へび snake
 pen pen

ほ
 ほく I (men and boys)
 ほし star
 hotto doggu hot dog
 ほん book
 ほんとう? really?

ま
 まずい (tastes) awful
 まち town
 また again
 また! not again!
 またね see you soon
 まって wait!
 まど window
 まんが comic

み
 みて look!
 みなさん everyone
 みます see, watch,
 look at
 miruku milk
 みんな everyone

spring
 volleyball
 number...
 number
 hamburger

む
 むずかしい difficult

も
 も too, also
 わたしも me too
 もくようび Thursday
 もしもし hello (on the
 telephone)
 ものさし ruler

や
 やきそば Japanese fried
 noodles
 やきゅう baseball
 やさしい easy
 やま mountain
 やめて stop it!/that!

よ
 よかった
 よかったです it was good
 よみます read

ら
 らいしゅう next week
 らいねん next year

れ
 れきし history
 resutoran restaurant

わ
 わあ! ahhh!
 わかりました I understand,
 understood
 わかりません I don't understand
 わたし I
 わたしの my
 わたしも me too

たんご 英語 - 日本語

A

aeroplane ひこうき
address じゅうしょ
afternoon ごご
again また
ah, I see ああ、そう
airport くうこう
am, are, is です
and と
awful (tastes) まずい

B

baseball やきゅう
bicycle じてんしゃ
big おおきい
bird とり
birthday たんじょうび
happy birthday! たんじょうび
おめでとう!
blackboard こくばん
book ほん
boring つまらない
brother
older おにいさん、
あに
younger おとうとさん、
おとうと
bus basu
buy かいます
but でも
by で
bye じゃまたね、
じゃあね、bai bai

C

cake keeki
camping kyanpu
car くるま
cat ねこ
chopsticks おはし
close it しめてください
coat kooto
coffee koohii
coke koora
come! きてください

come in!

come on!
comic
cow
curry
cute, pretty
cycling

D

dangerous あぶない
not dangerous あぶなく ない
day ひ
delicious おいしい
difficult むずかしい
dirty, untidy きたない
do します
dog いぬ
door doa
dragon たつ
drink のみます
duck あひる

E

early はやい
easy やさしい
eat たべます
English えいご (英語)
eraser けしgomu
everyone みなさん、
みんな
excuse me, I'm sorry すみません

F

father, Dad ちち、おとうさん
fantastic すごい
Friday きんようび
friend ともだち
frog かえる
from から
fun, enjoyable たのしい
funny おかしい

G

game geemu
garden にわ
go いきます
go! いってください
good いい
good (at something) じょうず
goodbye さようなら
good eveningこんばんは
good morning おはよう
(ございます)
goodnight おやすみなさい
grandfather おじいさん、
そふ
grandmother おばあさん、
そぼ
great, fantastic すごい
gymnastics たいいく

H

hamburger hanbaagaa
happy birthday! たんじょうび
おめでとう!
hello (on the telephone) もしもし
hello, good afternoon こんにちは
here
here, take it どうぞ
hey! あのね
history れきし
holidays おやすみ
summer holidays なつやすみ
homework しゅくだい
horse うま
horse riding じょうば
hot あつい
hot dog hotto doggu
house うち
how
how old are you? なんさいですか
hurry! いそいで
ください

I

I わたし
I (men and boys) ぼく
ice cream aisukuriimu
...isn't it? ...ね
it is です

J

Japanese にほんご
(日本語)
jump in! (in the pool) はいって
ください

K

karate からて
kendo (Japanese fencing) けんどう

L

last week せんしゅう
late
be late おくれます
I'm sorry, I'm late
おそくなって
すみません
です
かしてください
としょかん
leave すき
lend a lot だいすき
library きいてください
like (something) ききます
like (something) a lot ちいさい
listen みてください
listen (to), hear あれ!
little みます
look
look! heavens!
look (at)

M

maths すうがく
maybe たぶん
meet あいます
milk miruku
Monday げつようび
monkey さる
mother, Mum はは,
おかあさん
mountain やま
mouse ねずみ
music おんがく
my わたしの,
ぼくの (men and
boys)

N

name (お)なまえ
what's your name? おなまえは?
new あたらしい
next つぎ
next week らいしゅう
next year らいねん
no いいえ
noisy, loud, annoying うるさい
now いま
number... ...ばん

O

...o'clock ...じ
O.K.
it's O.K. だいじょうぶ
of の
oh dear! really! おやおや
oh! ah! あっ!あ!
old lady, grandmother
open おばあさん
orange juice あけてください
orenji juusu

P

park こうえん
party paatii
pen pen
pencil えんぴつ
pencil-case ふでばこ
perhaps たぶん
phys. ed. たいいく
pizza piza
play (sport, game) します
please どうぞ
pleased to meet you どうぞよろしく
pool puuru
present purezento

R

rabbit うさぎ
rat ねずみ
read よみます
really?ほんとう
restaurant resutoran
ruler ものさし

S

Saturday どうようび
school がっこう
science かがく
sea, beach うみ
see, watch みます
I see, I understand ああ、そう、
そうですね、
わかりました
see you later じゃまたね、
じゃあとで、
じゃあね
see you next year またらいねん
sheep ひつじ
shopping かいもの
I'm going shopping かいものを
します
sister
older おねえさん、あね
younger いもうとさん、
いもうと
sit down すわって
ください
skateboard sukeeto boodo

small ちいさい
snake へび
soccer sakkaa
social studies しゃかい
song うた
spaghetti supagetti
sport supootsu
spring はる
stand up! たってください
stop it! やめてください
summer なつ

summer holidays なつやすみ
sumo wrestling すもう
Sunday にちようび
sushi おすし
sweet, lolly おかし
swimming すいえい
I went swimming すいえいを
しました
swimming pool puuru

T

tape teepu
tea (green tea) おちゃ
teacher せんせい
telephone でんわ
telephone number
でんわばんごう
television terebi
tennis tenisu
thank you ありがとう
that それ(は)
then, after that それから
this これ(は)
tiger とら
timetable じかんひょう
today きょう
tomorrow あした
too, also も
town まち
train でんしゃ
Thursday もくようび
Tuesday かようび

U

understand
I understand わかりました
I don't understand
わかりません

V

very とても
volleyball baree booru

W

wait! まって
ください
wait a moment!
walk さんぽ
go for a walk さんぽをします
weather おてんき
it's nice weather, isn't it
いいおてんき
ですね
Wednesday すいようび
weekend uiikuendo
well... じゃ
well then, let's see ええと
what なん, なに
what happened? どうしたん
ですか
what number? なんばん
what was it like? どうでしたか
when いつ
where どこ
wild boar いのしし
window まど
with と
worry
don't worry だいじょうぶ

Y

year
...years old ...さい
yes はい
yes, yeah ええ
yesterday きのう
yum! ああ、おいしい

きものは the first level in a comprehensive, communicative Japanese course. This full-colour text provides a wide range of communicative activities combined with a commonsense attitude to the presentation of grammar. Cartoon stories and colour photographs, integral to the presentation of language and culture, also provide a strong visual appeal.

This text is supported by:

- *Workbook* containing written exercises and activities, listening comprehension exercises, and activities exploiting the cultural units presented in this full-colour text.

- *Cassettes*, on which the cartoon stories performed by native Japanese speakers, and prompts to the listening comprehension exercises are recorded.

- *Teacher's Manual* containing detailed information on how to exploit to the fullest and integrate all of the components of the course.



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